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MONTCLAIR STATE COLLEGE

BOARD OF TRUSTEES

ANNUAL REPORT

1969

MONTCLAIR STATE COLLEGE

ANNUAL REPORT TO BOARD OF HIGHER EDUCATION, THE GOVERNOR, AND THE LEGISLATURE

JANUARY 27, 1969

MONTCLAIR STATE COLLEGE
ANNUAL REPORT TO BOARD OF HIGHER EDUCATION, THE GOVERNOR, AND THE LEGISLATURE
JANUARY 1969

I. STUDENTS

A. Full-time Undergraduate Enrollment

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Resident</u>	<u>Commuting</u>	<u>Out of State</u>
1966-67	3982	1472	2510	615	3367	11
1967-68	4314	1627	2687	615	3699	11
1968-69	4396	1710	2686	615	3781	29

B. Full-time Undergraduate Enrollment by Class Year

<u>Year</u>	<u>Freshmen</u>	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>
1966-67	1076	924	1056	926
1967-68	1060	1011	957	1073
1968-69	1040	1345	1077	936

C. Full-time Undergraduate Enrollment by Field of Study

	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Liberal Arts	52	213	846
Teaching	3230	4101	3550
Grades 7-12	2591	2723	2235
Grades K-12	1339	1378	1315

D. Full-time Undergraduate Enrollment by Program of Study

<u>Program</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Business Education T.E.	271	298	328
Distributive Education T.E.	27	48	64
English T.E.	389	351	263
English	6	30	137
Speech T.E.	145	159	165

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<u>Program</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Speech	3	10	19
Fine Arts T.E.	249	234	211
Home Economics T.E.	312	334	339
Industrial Ed. & Tech. T.E.	218	226	191
French T.E.	290	278	195
French	5	27	82
German T.E.	15	43	37
German	NP	0	20
Latin T.E.	64	57	55
Spanish T.E.	240	242	178
Spanish	6	16	117
Mathematics T.E.	431	427	330
Mathematics	10	50	164
Music T.E.	153	168	172
Psychology	NP	NP	38
Physical Education T.E.	407	416	402
Science T.E.	337	181	75
Biology T.E.	NP	125	113
Biology	10	33	86
Chemistry T.E.	0*	49	47
Chemistry	5	16	39
Physics T.E.	0*	14	12
Physics	0*	0	10
Earth Science T.E.	0*	2	12
Social Studies T.E.	331	378	278
History	7	31	134
Uncommitted	51	71	83
TOTALS	3,982	4,314	4,396

* Through 1966 all science students, whether concentrating in biological or physical science, were listed as "science" majors. Since that time students major in an individual discipline.

E. Part-time Undergraduate Enrollment

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Candidate for Degree/Certificate</u>	<u>Non-Candidate</u>
1966-67	81	58	23	21	60
1967-68	329	154	175	34	295
1968-69	629	318	311	39	590

F. Transfers to Full-time Undergraduate Study by Sources

	<u>Total Accepts</u>	<u>N.J. Jr. Colleges</u>		<u>N.J. Colleges</u>		<u>Out-of-State</u>	
		<u>County</u>	<u>Independent</u>	<u>State</u>	<u>Private</u>	<u>Junior</u>	<u>4 Year</u>
Sept. 1966	146		10	40	22	10	64
Feb. 1967	167	<u>1</u>	<u>8</u>	<u>36</u>	<u>30</u>	<u>19</u>	<u>75</u>
1966-67	313	1	18	76	52	29	137
Sept. 1967	33		2	1	5	4	21
Feb. 1968	32	<u>1</u>	<u>2</u>	<u>7</u>	<u>6</u>	<u>3</u>	<u>13</u>
1967-68	65	1	4	8	11	7	34
Sept. 1968	182	44	4	21	21	10	82
Feb. 1969	94	<u>3</u>	<u>1</u>	<u>9</u>	<u>17</u>	<u>12</u>	<u>35</u>
1968-69	276	47	5	30	38	22	117
1969-70	200	100-200	0-10	0-25	0-25	0-10	0-50

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G. Full-time Graduate Enrollment (if any)

<u>Year</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Graduate Assistants</u>
1966-67	23	14	9	9
1967-68	61	32	29	12
1968-69	67	35	32	37*

* Includes 12 graduate assistants (not full-time students) participating in Talent Research for Youth (Project TRY)

H. Full-time Graduate Enrollment by Program of Study (1968-69)

<u>Program</u>	<u>Total</u>	<u>1st Year</u>	<u>2nd Year</u>
Administration & Supervision	2	2	--
English	7	7	--
Fine Arts	2	2	--
French	1	1	--
Home Economics	1	1	--
Industrial Arts	1	1	--
Master of Arts in Teaching	4	4	--
Mathematics	1	1	--
Music	3	3	--
Outdoor Education	1	1	--
Physical Education	3	3	--
Psychology	11	11	--
Pure & Applied Mathematics	1	1	--
School Psychologist Certification	2	0	2
Science	5	5	--
Social Sciences	6	6	--
Spanish	2	2	--
Speech & Drama	4	4	--
Speech & Hearing	5	5	--
Student Personnel Services	4	4	--
Teacher Certification	1	1	--
TOTALS	67	65	2

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I. Part-time Graduate Enrollment

<u>Year</u>	<u>Total</u>	<u>Degree Candidate</u>	<u>Certificate Candidate</u>	<u>Non-Candidate</u>
1966-67	2,239	673	692	874
1967-68	2,823	740	726	1,357
1968-69	3,096	984	717	1,395

II. FACULTY AND ADMINISTRATORS

A. All Full-time Faculty by Highest Degree

Degree	Total	1967-68		Tenure	Total	1968-69		Tenure
		Male	Female			Male	Female	
Ph.D	55	40	15	44	66	48	18	47
Ed.D	45	36	9	32	44	35	9	32
S.M.D.	1	1	0	1	1	1	0	1
D.L.S.	1	1	0	0	1	1	0	1
J.D.	0	0	0	0	2	2	0	0
Other	1	0	1	1	1	0	1	1
M.A.C.T.	1	1	0	0	0	0	0	0
M.A.	132	79	53	64	132	77	55	75
M.S.	18	8	10	8	20	10	10	8
M.Ed.	4	4	0	1	6	5	1	3
M.L.S.	10	2	8	6	10	2	8	7
M.A.T.	2	1	1	1	2	1	1	2
M.S.T.	1	1	0	1	1	1	0	1
M.F.A.	6	4	2	2	6	4	2	2
M.M.	3	3	0	2	3	3	0	2
M.B.A.	1	1	0	1	1	1	0	1
L.L.B.	2	2	0	0	0	0	0	0
M.S.M.	1	1	0	1	1	1	0	1
M.E.E.	1	1	0	1	1	1	0	1
B.S.L.S.	2	0	2	2	2	0	2	2
B.A.	1	1	0	0	1	1	0	0
B.M.	1	1	0	1	1	1	0	1

B. New Full-time Faculty by Highest Degree

<u>Degree</u>	<u>Total</u>	<u>Hired in 1967-68</u>		<u>Total</u>	<u>Hired in 1968-69</u>	
		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>
Ph.D.	5	3	2	12	9	3
M.A.	28	18	10	21	14	7
M.Ed.	0	0	0	2	1	1
M.S.	3	2	1	4	3	1
M.L.S.	0	0	0	1	0	1
M.F.A.	1	1	0	1	1	0
M.M.	0	0	0	1	0	1
A.T.D.	0	0	0	1	0	1
B.A.	1	1	0	1	1	0
Totals	38	25	13	44	29	15

C. New Full-time Faculty by Previous Teaching Experience

<u>Year</u>	<u>Primarily College and University</u>		<u>Primarily Elementary or Secondary</u>		<u>No Teaching Experience</u>		<u>Experience in Industry/Government</u>	
	<u>1967-68</u>	<u>1968-69</u>	<u>Elementary or Secondary Only</u>	<u>Only</u>	<u>1</u>	<u>1</u>	<u>6</u>	<u>6</u>
1967-68	13	2	16	6	1	1	6	6
1968-69	29	2	6	6	1	1	6	6

D. Full-time Faculty by Source of Funds

<u>Year</u>	<u>Regular Budget</u>	<u>P.T. & Extension Budget</u>	<u>Other</u>
1967-68	281	14	3
1968-69	314	11	4

E. Full-time Faculty by Academic Rank

<u>Rank</u>	<u>1967-68</u>	<u>1968-69</u>
Distinguished Professor		
Professor	53	64
Associate Professor	72	72
Assistant Professor	76	98
Instructor (Asst. Prof. II)	97	95
Assistant Instructor	—	—
Total	298	329

F. Part-time Faculty by Highest Degree

<u>Year</u>	<u>Doctorate</u>	<u>Masters</u>	<u>Bachelors</u>	<u>Other</u>	<u>Total</u>
1967-68	2	9	2		13
1968-69	1	7	2		10

G. Administrators by Highest Degree

<u>Degree</u>	<u>1967-68</u>		<u>1968-69</u>	
	<u>Total</u>	<u>*Tenure</u>	<u>Total</u>	<u>*Tenure</u>
Ph.D.	0	0	2	1
Ed.D.	9	8	8	7
M.D.	2	1	2	1
M.A.	19	5	21	5
M.Ed.	8	3	10	3
B.A.	3	0	5	0

*Tenure held is in present or former academic rank

H. Administrators by Payroll Title (1968-69)

<u>Title</u>	<u>1967-68</u>	<u>1968-69</u>
President	1	1
Vice-President	0	0
Dean	1	1
Director I	0	1
Director II	1	2
Director III	6	6
Supervisor I	1	6
Supervisor II	5	6
Supervisor III	8	8
Professor	2	3
Associate Professor	5	5
Assistant Professor	4	2
Instructor (Asst. Prof. II)	6	6
Visiting Physician (PT)	1	1

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I. Administrators by Source of Funds

<u>Year</u>	<u>Regular Budget</u>	<u>P.T. & Extension Budget</u>	<u>Other</u>
1967-68	28	13	2
1968-69	29	12	7

III. CURRICULA

A. Liberal Arts and Sciences

1. a.

<u>Current</u>	
<u>Arts & Sciences Programs</u>	<u>Year Instituted</u>
English	September 1966
Foreign Languages	----
French	September 1966
German	September 1967
Spanish	September 1966
Mathematics	September 1966
Psychology	September 1968
Science	----
Biology	September 1966
Chemistry	September 1966
Earth Science	September 1968
Physics	September 1968
Social Sciences	----
History - American	September 1966
History - European	September 1966
Speech Arts and Theater	September 1966

1. b.

Arts and Sciences Programs Planned for 1969-70

Business Administration	Economics	Trans-Cultural
Fine Arts	Sociology	Anthropology
Industrial Technology	Political Science	American Literature
Music	Philosophy - Religion	Classics

2. a.

REQUIREMENTS FOR ALL UNDERGRADUATE LIBERAL ARTS PROGRAMS

Foreign Language ¹	0 to 12 s.h.
Humanities ²	15 s.h.
Social and Behavioral Sciences ³	15 s.h.
Mathematics and/or Science	12 s.h.
Major Field ⁴	32 to 34 s.h.
Physical Education	1 s.h.
Electives ⁴	39 to 53 s.h.
Total	128 s.h.

¹The liberal arts student is required to demonstrate a proficiency in a foreign language either by means of an evaluation or course work in the college. His proficiency should be that usually attained through two years of college work in a foreign language, covering the beginning and the intermediate levels.

²For the humanities requirement, six of the 15 hours are to be devoted to two three-semester hour courses in composition-literature offered by the English Department and nine hours are to be devoted to courses selected from art, music, speech or philosophy. Students are required to elect courses in at least two of these areas.

³The social and behavioral distribution includes two development of civilization courses with an option for well-prepared students to take a development of oriental civilization course and a development of early western civilization course. The rest of the requirement may be met by selections from any two of the following areas: anthropology, economics, geography, political science, psychology and sociology.

⁴Since one of the main purposes of a liberal arts program is to give the student a broad general education, requirements for a major are limited to 32 to 34 semester hours. In addition, no student may take more than ten credits in his major in excess of the minimum requirements for that major.

2. b.

Major Requirements - Liberal Arts

ENGLISH MAJOR

REQUIRED

English 151 History of the Drama in England	3 s.h.
English 211 History of the English Language	3 s.h.
English 221 American Literature I	3 s.h.
English 222 American Literature II	3 s.h.
English 341 The Art of Poetry	3 s.h.
English 354 Shakespeare's Major Plays	3 s.h.
English 361 The English Novel	3 s.h.
Total Required	<u>21 s.h.</u>

Electives from the Following

English 104 Creative Writing	3 s.h.
English 121 Myth and Literature	2 s.h.
English 122 Forms of Literature	2 s.h.
English 123 Eastern World Literature	3 s.h.
English 161 The Short Story	3 s.h.
English 205 Critical Writing and the Essay	3 s.h.
English 231 The Age of Pope	3 s.h.
English 232 The Age of Dr. Johnson	3 s.h.
English 251 Modern Drama: Ibsen to O'Neill	2 s.h.
English 252 Contemporary Drama: Anderson to the Present	2 s.h.
English 262 Modern Novel: Flaubert to Lewis	2 s.h.
English 263 Contemporary Novel: Hemingway to the Present	2 s.h.
English 310 Journalism	3 s.h.
English 311 Language, Thought, and Behavior	2 s.h.
English 312 English as a Second Language	2 s.h.

English 321 Literature and Art in Western Culture	2 s.h.
English 322 Five Great Books	2 s.h.
English 331 The Age of Wordsworth	3 s.h.
English 342 Metaphysical Poetry	2 s.h.
English 355 Restoration Drama	3 s.h.
English 408 Advanced Creative Writing	2 s.h.
English 409 Playwriting	2 s.h.
English 419 English Grammar and Linguistics	3 s.h.
English 422 British Literature to 1798	3 s.h.
English 423 British Literature, 1798 to the Present	3 s.h.
English 431 The Age of Chaucer	3 s.h.
English 433 Shaw, Galsworthy, and Wells	2 s.h.
English 441 Modern Poetry: French Symbolists to T. S. Eliot	2 s.h.
English 442 Contemporary Poetry: Auden to the Present	2 s.h.
English 453 Theme, Form, and Idea in the Drama	3 s.h.
English 461 Biography	3 s.h.
English 462 Autobiography	3 s.h.

Total Electives Required - 12 s.h.

Total Credits for Major - 33 s.h.

A. 3 is appended to this report.

B. General Education

General Education Requirements for All Undergraduate Programs

Humanities	15 s.h.
Social and Behavioral Sciences	15 s.h.
Mathematics and/or Science	12 s.h.
Physical Education	<u>1 s.h.</u>
TOTAL	43 s.h.

C. Professional Education

1. Current Teacher Education Professional Sequence*:

Psychology - 100	General Psychology	3 s.h.
Psychology - 200	Educational Psychology	3 s.h.
Education - 421	School in American Society	3 s.h.
Education - 422	Historical and Philosophical Foundations of Education	3 s.h.
		<hr/> 12 s.h.
Major Department Special Methods		3 s.h.
Education - 403	Supervised Student Teaching	<hr/> 8 s.h.
	TOTAL	23 s.h.

*Note:

New Jersey school law requires teacher certification applicants to take an examination in physiology and hygiene. However, this requirement may be met by presenting "college study in such areas as biology, personal health problems, community health, school health, family health, health counseling, nutrition, or health administration." (State of New Jersey Department of Education Rules Concerning Teachers Certificates, Twentieth Edition 1966, Revised November 1967)

Consequently, teacher education students should plan to take a course in one of the above mentioned areas in order to meet certification requirements.

It should also be noted that for the last two years the Special Program for Urban Teachers (SPURT) has been in effect using schools and community agencies in Paterson. Scheduling modifications have been made to accommodate the necessary field work.

C. 2.

The teacher education professional sequence described above was locally developed and initiated. We ignored certification requirements in this process - planning to apply for "approved program" status when necessary.

All programs at the College are under constant review.

The College has experimented this year with the "professional semester" concept at the Scotch Plains-Fanwood Regional District. This had lead to consideration for expansion of this type of program into other districts including central cities.

The College is developing plans for screening candidates for teacher education programs. It is anticipated that this procedure will take place prior to the student's junior year.

IV. EVALUATION OF PROGRESS

The evaluation of the College's progress since 1966-67 toward becoming a multi-purpose college of arts and sciences is gauged in terms of its three essential indicators: the students, the faculty, and the curriculum.

Since September, 1966 students have increasingly been admitted in arts and sciences programs as the following table will indicate.

STUDENT ENROLLMENT IN ARTS & SCIENCES PROGRAMS

September, 1966 to September, 1968

<u>Program</u>	<u>9/66</u>	<u>9/67</u>	<u>9/68</u>
English	6	30	137
Speech	3	10	19
French	5	27	82
German	NP	0	20
Spanish	6	16	117
Mathematics	10	50	164
Psychology	NP	NP	38
Biology	10	33	86
Chemistry	5	16	39
Physics	NP	NP	10
History	7	31	134
Totals	52	213	846

As noted above, a substantial shift in the previous experiences of newly hired faculty members has taken place since the 1966-67 academic year. Eighty percent of the faculty new to the staff in 1968 come with experiences which have been classified as either "primarily college teaching" or "industry/government."

Finally, progress toward becoming a multi-purpose institution of arts and sciences is measured in terms of the curriculum. Since September, 1966 13 new arts and sciences programs have been approved and are currently offered by the College. Twelve additional programs have already received much consideration by the College Curriculum Committee and it is hoped that these programs will be approved for the 1969-1970 academic year.

Part V -- Federal Grants -- Montclair State College

Grant Expenditures -- January 1, 1968 through December 31, 1968

#554-		Jan.-June	July-Dec.	Total Expended
200-500	National Defense Loans	\$ 105,375	\$ 79,450	\$ 184,825
201-000	National Science Foundation	28,361	56,547	84,908
205-000	Train Teachers of Handicapped	10,578	5,000	15,578
206-000	Distributive Education	4,175	2,112	6,287
211-000	College Work Study	26,602	39,535	66,137
216-000	Adult Education	20,235	12,151	32,386
220-000	Multi-Channel Research	2,832		2,832
222-000	Upward Bound	30,899	58,484	89,383
223-000	English Fellowship	73,787	24,270	98,057
227-000	Educational Opportunity Grant	11,550	56,375	67,925
229-000	College Library Resources	21,752		21,752
230-000	Community Service Cont. Education	15,854	10,393	26,247
233-000	S.P.U.R.T.	448		448
241-000	Adult Basic Education		9,623	9,623
243-000	Talent Research for Youth	12,512	18,963	31,475
244-000	School Psychology Program	30,686	19,151	49,837
249-000	Vocational Industrial Arts	11,940	2,770	14,710
417-000	Adult Educ. Institution Program	15,878	6,703	22,581
420-000	Electronic Data Processing	6,947		6,947
421-000	Art Exhibition Program	12,355		12,355
422-000	Pilot Program-Home Economics	14,067	64	14,131
		<u>\$ 456,833</u>	<u>\$ 401,591</u>	<u>\$ 858,424</u>
			+	



State of New Jersey
MONTCLAIR STATE COLLEGE
FOUNDED 1908
UPPER MONTCLAIR, NEW JERSEY 07043

OFFICE OF THE DEAN OF THE COLLEGE

TELEPHONE: PILGRIM 6-9500

January 21, 1969

Dr. Thomas H. Richardson, President
Montclair State College
Upper Montclair, New Jersey 07043

Dear President Richardson:

Herewith the annual report of the Office of
the Dean of the College for calendar 1968.

Respectfully,

A handwritten signature in cursive script, reading 'Allan Morehead'.

Allan Morehead
Dean of the College

AM/fn

ACADEMIC POLICIES

Two college-wide innovations in instructional policy were initiated for the Fall semester 1968: Independent Study and the Pass-Fail grading system. Approximately fifty (50) students elected to register for at least one course under the Independent Study mode of instruction. These students were not required to attend classes, rather student and faculty member agreed on a "contract" which established what was expected as to course content and means of final evaluation. Six faculty members from six disciplines were assigned class sections of Independent Study. In addition, students in regularly scheduled classes were allowed to participate in the program at the option of the faculty member involved.

Nine hundred and forty-four (944) students participated in the Pass-Fail grading system option. All students were permitted to register for one course under this grading system. Ineligible courses included: Student Teaching, Professional Sequence, methods courses and courses in the academic major.

Both the Independent Study program and the Pass-Fail grading system are slated for continuance. Minor modifications may be made for the spring term. Expansion or modification of these options will be contingent upon information developed through experience with the programs prior to September 1969.

A statement defining plagiarism was distributed to all students and faculty.¹ The statement also outlined the procedure to be followed in cases of "literary dishonesty." This policy had previously been operative in the Graduate Division.

The above policies resulted from faculty-student committee recommendations. Special appreciation is due the Committee on Examinations and Academic Standards for its contribution to the study and recommendation of the Pass-Fail grading system and the Statement on Plagiarism.

ACCREDITATION EVALUATIONS

The Office of the Dean of the College coordinated and supervised the compilations of the self-evaluation reports for both the Middle States and NCATE re-evaluation visits which occurred in March, 1968. The logistics of support and housing of the evaluation teams was also arranged by this office.

¹ See appendix A, "Statement on Plagiarism"

Middle States Association has re-accredited the College with the stipulation that the College submit a supplemental report by December, 1970. NCATE has offered the College deferred action (one year) or provisional accreditation. The College is requesting a reappraisal from NCATE which will probably occur in March, 1969.

COMMITTEE ON COMMITTEES

The college committee system was expanded to include six new committees for the 1968-1969 academic year. Three of the new committees (Campus Employment, College Teaching, Traditions) were formally recognized by the Committee on Committees and will operate under its immediate supervision. The remaining new committees (Admissions, College Faculty Personnel Review, Coordinating) were established either by ex-officio membership or presidential appointment and will function within the structure of the college committee system but apart from regulation by the Committee on Committees.

In continuation of the customary policy of increasingly involving students, the 1968-1969 college committees include 167 student memberships on 38 of the college's 47 committees.² This is an increase over the previous year.

It was the strong belief of the Committee on Committees that student participation on the college committees should be both formalized and representative. Generally, students were either appointed to committee posts by the President of the Student Government Association, or the Committee on Committees designated ex-officio positions in student organizations for membership on the college committees. Other students were recommended by the Committee on Committees to the President of the Student Government Association for consideration for appointment based on their demonstrated leadership in particular phases of college life.

The Committee on Committees has charged each of the committees whose membership it appoints to re-examine its responsibilities and to report on the year's work. It is anticipated that a better functioning committee system will mark the coming year.

CURRICULUM DEVELOPMENT

The Higher Education Act of 1966 mandated extensive curriculum development at the several state colleges while

² See appendix B, "Student Positions on College Committees"

allowing increased local autonomy in curriculum development and approval.³ Calendar year 1968 witnessed vigorous response by the College to this challenge. Coordination of this vital function continued to be one of the primary responsibilities of the Office of the Dean of the College.

Montclair State College's Curriculum Committee was "chartered"⁴ late in 1967 and together with its resource or sub-committees (Liberal Arts, Teacher Education, and Professional and Preprofessional) began the approval procedure for four (4) statements of area requirements, eight (8) major programs, one (1) minor program, and one (1) sequence of courses⁵ as well as many curriculum policy resolutions. Most of these proposals received final approval during 1968.

At the graduate level, the Graduate Council and the more recently established Graduate Curriculum Committee have begun the curriculum approval procedure for three (3) major programs (American Literature, American Studies, and British Literature) which now await action by the New Jersey State Board of Higher Education. In addition, the Master of Arts in Teaching program has been approved in revised form by the Graduate Council and a sequence of courses leading to supervisor certification has been approved.

Various curriculum proposals are pending action by either the Curriculum Committee or the Graduate Curriculum Committee. It is anticipated that ten (10) undergraduate programs and five (5) graduate programs⁶ will come before these committees early in 1969.

DEAN'S HONOR LISTS AND TEAS

Each semester students who have attained an average of 3.5 or better for full time work of at least 12 semester hours in the regular undergraduate division are recognized by inclusion on the "Dean's Honor List." These students are also invited to meet socially with the College faculty at the "Dean's Tea."

The names of approximately 450 students appeared on the Honor List for the Fall semester, 1967. They were invited to the May 1, 1968 Tea. Over 550 students were recognized in a similar manner for the Spring semester, 1968.

³ See appendix C, "Curriculum Development Procedure" and "Curriculum Approval Procedure"

⁴ See appendix D, "The Purpose, Procedures and Operation of the Curriculum Committee of Montclair State College, Revised Spring, 1968."

⁵ See appendix E, "Summary of Curriculum Approvals, 1968"

⁶ See appendix F, "Curriculum Proposals Pending, January 1, 1969"

DEPARTMENT REORGANIZATIONS

The Science Department began planning for separation into Departments of Biology, Chemistry, and Physics and Earth Science. It was anticipated that these departments would be established on February 1, 1969. The Social Sciences Department considered a similar reorganization. This planning will culminate in the establishment of separate departments as of September, 1969.

FACULTY PERSONNEL

The Montclair State College faculty currently numbers 372.⁷ Of this total, 328 are teaching faculty who are distributed among the academic ranks as follows:

Professors	62
Associate Professors	65
Assistant Professors	101
Assistant Professors II/Instructors	101

Forty-eight (48) new faculty members joined the staff in September, 1968 bringing the total to 372. This is compared to the September, 1967 total of 321, a net change of +16%.

The Office of the Dean of the College has, within the structure of the Board of Higher Education's An Academic Personnel Policies Guide for New Jersey State Colleges, effected procedural means for resolving many faculty personnel questions. A continuous attempt has been made to increase faculty participation in the decision-making process in matters of faculty personnel.

College Faculty Personnel Review Committee. The objective of this committee is to consider faculty personnel decisions from the point of view of the welfare of the total college. Specifically, the committee reviews lists of candidates for tenure appointments, promotions, special increments, sabbatical leaves, and other similar personal matters. Appointed by the President, the committee membership shall consist of five tenured faculty members and the Dean of the College who shall be the Chairman. One member shall be a department chairman. No two members of the committee shall come from the same department.

Department Chairmanships. The Joint Committee of the Administrative Council and the Faculty Council concerning "Department Chairman" has proposed several recommendations during 1968 to establish department chairmanships as four year-term offices. These recommendations have been approved by both

⁷ See appendix G, "Faculty Positions" and "Administrative Positions"

Councils with minor revisions. The policy thus formulated may be subdivided into five substantive components:

- 1) "Duties of a Department Chairman,"
- 2) "Deputy Department Chairman,"
- 3) "Term of Office and Evaluation of Department Chairman,"
- 4) "Implementation of Item 3 Above," and
- 5) "Procedures for the Selection of a Department Chairman."

It is anticipated that action will be taken on these proposals by the Dean and President early in 1969 and that a recommendation will be submitted to the Board of Trustees shortly thereafter.

Departmental Faculty Personnel Advisory Committee. The objective is to consider faculty personnel decisions at the department level and to advise the Department Chairman with respect to recommendations to the Dean of the College concerning tenure appointments, promotions, special increments, sabbatical leaves, and other similar personnel matters. The various departmental committees shall each consist of five (5) tenured faculty members; one (1) shall be the chairman of the committee, elected by and from the department faculty at large; two (2) shall be elected by and from the upper two academic ranks; two (2) shall be elected by and from the lower two ranks. A different type of organization may be utilized with the approval of the Dean of the College.

Equivalent Qualifications for Academic Rank.⁸ As provided for by the State Board of Education policy,⁸ the Office of the Dean of the College has moved to elect faculty members to a committee on equivalent qualifications for academic rank. This committee will be charged with adjudicating the equivalency of qualifications of individuals who present exceptional education and experience qualifications.

Faculty Load. The College moved in the direction of 12 semester hour faculty loads for the Fall, 1968. This was in contrast to the Spring, 1968 norm of 15 semester hours. College-wide faculty loads of 12 semester hours have been established for the Spring, 1969.

Faculty Personnel Procedures. Five (5) procedures designed to regulate the administration of faculty personnel matters in the following areas were implemented by the Office of the Dean of the College in 1968: Promotions, Reappointments, Sabbatical Leaves, Special Increments, and Tenure Appointments. In addition, a procedure for the selection of department chairmen has been proposed.

⁸ An Academic Personnel Policies Guide for New Jersey State Colleges, Part II (2.05), p. 8.

Tenure Law Re-examination. The question of revising the tenure law as it applies to the state college⁹ has received wide attention during the latter part of 1968. The Office of the Dean of the College developed a statement to guide discussions of proposals for revision.

Twelve-Month Positions. In anticipation of the near future availability of twelve-month professional positions, the Office of the Dean of the College has proposed tentative guidelines for these positions. However, these guidelines have yet to be discussed and reviewed by college committees.

GRADUATE DIVISION

The administration of graduate studies is accomplished by the Office of the Dean of the College through the Office of the Associate Dean/Graduate, the Graduate Council, and the Evening Division. Effective September 1968, matters of policy, and program development and approval are channeled through the Associate Dean/Graduate and Graduate Council while admissions (evaluation), registration, final evaluations, and maintenance of permanent records fall within the purview of the Evening Division.

The sharp rate of growth of the Graduate Division is illustrated by the following tables of admission and enrollment data.

1) Admissions	<u>Year ending 6/30/67</u>	<u>Year ending 6/30/68</u>
M.A. Applications	791	1,084
M.A. Applications Pending	299	264
New Matriculants	476	597
Total Matriculants	1,230	1,586
Degrees Awarded	227	241
2) Graduate Enrollments		
<u>Term</u>	<u>1967</u>	<u>1968</u>
Spring	2547	3114
Summer	1532	1789
Fall	2884	3163

This rate of growth serves to provide a perspective with which to view recent developments of the Graduate Division noted below.

Graduate Program Flexibility. The Graduate Council and the College Administration have adopted some preliminary policy revisions in an effort to broaden current graduate programs. New Jersey State Teacher Certification, a traditional prerequisite to matriculation in the Graduate Division, was eliminated

⁹N.J.S.A. 18A: 60-1

late in 1967. The course, Education 503 "Methods and Instruments of Research," is no longer required of all graduate students. Additionally, the Master of Arts "Program Pattern" (area requirements) has been revised. The restrictive (outside major area) cultural elective requirement was replaced by a "free" elective requirement.

However, it is realized that broad based planning must support further development. A proposal has been submitted by the Office of the Dean of the College recommending greater flexibility in the requirements for the Master of Arts degree. If approved, this flexibility would enable the Graduate Division to award the same M.A. degree as heretofore, but with two different stresses: one the disciplinary-professional as presently conferred, and the other, the disciplinary-only approach. This matter is being studied by an Ad Hoc Committee on Guidelines for Non-Teaching Graduate Programs.

Graduate Admissions. The question of graduate admissions has received much attention during 1968, both in general and with respect to each of the M.A. programs. While the standards for matriculation have remained relatively unchanged, a procedure has been developed whereby the petitions of unsuccessful applicants for reconsideration may be referred to the "Graduate Admissions Review Committee."

Graduate Academic Policies. Two notable graduate academic policies were adopted during 1968: 1) Elimination of the regulation that a student may receive only one M.A. degree from Montclair and 2) Definition of a full-time graduate student as one pursuing from 12 to 16 semester hours per semester.

Graduate Assistantships. Twenty-five graduate assistants were placed in 12 of the 15 academic departments, the Evening Division, and the Student Personnel Department as of September 1968. Departmental requests for graduate assistantships total more than 40 positions for the coming year. Twelve graduate assistants are currently participating in Project TRY (Talent Research for Youth). This number, too, will be increased for the coming year.

Graduate Bulletin. As in the past, the 1968-1969 Graduate Bulletin was compiled by the Graduate Division under the supervision of the Associate Dean/Graduate. In the future, however, the document will be prepared by the Office of the Assistant to the President.

Accreditations, Affiliations, and Conferences. In addition to the general accreditations noted above, certain of the College's graduate programs were accredited by professional

associations. The National Association of Schools of Music has approved the M.A. program in Music for associate membership and the M.A. program in Psychology has been approved by the American Psychological Association.

The College has recently applied for membership in the Council of Graduate Schools of the United States. It holds new membership in the Research Council of New Jersey Public and Private Colleges, an organization which Montclair was instrumental in initiating.

The Associate Dean/Graduate has participated in several conferences of New Jersey Graduate Deans, and Graduate Deans of the State Colleges, at which criteria and standards for graduate training in New Jersey were discussed and suggestions were made.

SCHEDULING

Under the supervision of the Office of the Dean of the College, through the Associate Dean of the College, the Scheduling Officer has endeavored to meet three objectives while constructing the College class and examination schedules:

- 1) to eliminate the need for on-campus, in-person registrations,
- 2) to meet the demands of more flexible curricular requirements, and
- 3) to provide for student enrollment in the courses for which they express a preference, to the maximum possible degree.

For the Fall Semester 1968 each objective was met to the extent that:

- 1) initial registrations were completed by mail (only schedule conflicts, about 10% of the students, were required to appear in person),
- 2) all students were scheduled for courses leading to the B.A. degree, and
- 3) about 80% of all student course preferences were accommodated through the initial registration.

SPECIAL EDUCATIONAL PRESENTATIONS

Three special instructional programs were offered under the supervision of the Office of the Dean of the College during the Fall semester 1968. Dr. Frederic H. Young presented four (4) lectures on the topics, "The Process of Philosophical Thinking," and "The Product of Philosophical

Thinking" on September 16 and 19, 1968. Dr. Evelyn Millis Duvall addressed the undergraduate student body in two sessions on September 23 and 24, 1968. Her topic was "Sex Education in the Public Schools." Dr. Gerald Edwards was the principal speaker at the "Drug Abuse Workshop," a program offered to all interested students on December 9, 1968.

URBAN EDUCATION

The position of Coordinator of Urban Education was established July 1, 1968. This reflects the college's attempt to provide an organized program of urban education experiences for its students. Two specific programs are currently operational: 1) Special Program for Urban Teacher (SPURT) continues to provide prospective teachers with training in the urban environment both educational and socialological, 2) Talent Research for Youth (TRY) is a program initiated in 1968 to recruit students with disadvantaged backgrounds who exhibit academic potential. There were 55 evening undergraduates (six full time), 48 full time undergraduates and 14 graduate assistants participating in the program for the Fall semester 1968.

Two additional programs to extend urban education experiences are under consideration: 1) An observation center in conjunction with the Passaic Public Schools is proposed to involve students in an innovative urban school, 2) A project to bring elementary school children from the Montclair Public Schools is proposed as a measure to support College-Community relations.



MONTCLAIR STATE COLLEGE
Upper Montclair, N.J.

STATEMENT ON PLAGIARISM

Plagiarism (literary dishonesty)¹: "Plagiarism is the copying or imitating the language, ideas, and thoughts of another author and passing off the same as one's original work."²

If there is any doubt in the student's mind with regard to "literary dishonesty," he should give credit to the source.

All papers, reports and research submitted to the College and faculty by students should be properly annotated to avoid "literary dishonesty." The proper annotation is as follows:

- (1) A direct quote may be a word, sentence, series of sentences, paragraph or series of paragraphs. It is identified by quotation marks, or it is indented and typed single-spaced or off-set in a noticeable manner. In addition, it is numbered and identified completely in standard footnote form.
- (2) Paraphrased work (changing the wording or the word order of another author) is noted by a number and completely identified in standard footnote form.
- (3) A summary or specific idea or ideas of others must be numbered and completely identified in standard footnote form.

All cases of "literary dishonesty" will be reviewed by a committee composed of the Dean of the College, an Associate Dean, the Chairman of the department involved, the instructor in the course, and one other person to be appointed by the Dean of the College.

If the student commits plagiarism, any or all of the following will ensue:

- (1) A grade of "F" will be assigned in the course in which the offense occurred.
- (2) A grade of "WP" will be assigned in any other course or courses being concurrently taken in which the student is doing passing work.
- (3) The student will be suspended or expelled.
- (4) The action taken will be recorded on the student's permanent record card.

¹Williams College, Williams College Bulletin, College Regulation, Series 63, Number 4, Williamstown, Mass. 1966. p.7.

²C.L.Barnhart, Ed., The American College Dictionary, Random House, N.Y., N.Y., 1962. p.925.

RECOMMENDED TO THE DEAN OF THE COLLEGE BY THE COMMITTEE ON EXAMINATIONS AND ACADEMIC STANDARDS, MRS. MATHILDA S. KNECHT, CHAIRMAN, ON JUNE 3, 1968.

APPROVED

Allan Morehead
Allan Morehead, Dean of the College
June 20, 1968



MONTCLAIR STATE COLLEGE
COMMITTEE ON COMMITTEES
STUDENT POSITIONS ON COLLEGE COMMITTEES
1968 - 1969

*Academic Honors Program and Independent Study	6
Academic Review	1
Administrative Council	0
Admissions	2
*Art Acquisitions	2
*Assembly Program	5
*Bookstore	5
*Campus Development	6
*Campus Employment	7
Campus Improvement	2
*Catalog	1
*Civilian Defense	1
*College and Community Relations	7
College Faculty Personnel Review	0
College Signs, Ad Hoc	2
*College Teaching	8
Coordinating	4
College Development Fund	1
College High School Advisory	1
Commencement	3
Curriculum	2
Data Processing	0
Disciplinary Review	0
*Domestic Student Exchange	6
*Examinations and Academic Standard	6

MONTCLAIR STATE COLLEGE

COMMITTEE ON COMMITTEES

STUDENT POSITIONS ON COLLEGE COMMITTEES

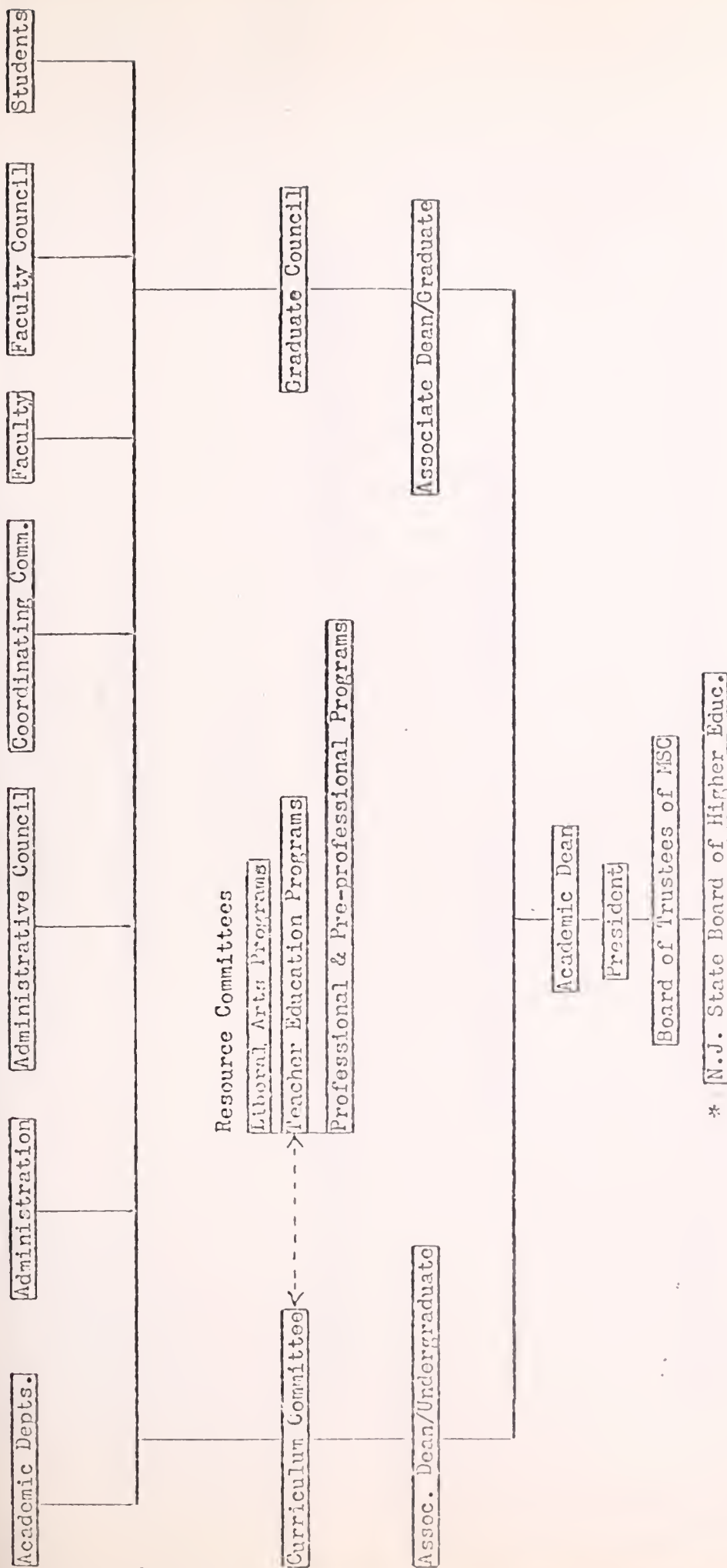
1968 - 1969

Faculty Appeals	0
Faculty Council	0
Faculty Student Cooperative	3
Field Studies	0
*Foreign Student Exchange	16
Graduate Council	0
Graduate Curriculum	0
*Honor System	5
*Instructional Media	2
*Library	15
Montclair Athletic Commission	5
Outdoor Education	3
Philosophy - Religion Committee, Ad Hoc	7
*Public School Relations	4
*Publications	5
*Safety Committee	4
Scholarships and Loans	1
S.P.U.R.T.	2
*Student Personnel Committee	11
Student Readmission	1
Student Teaching Admissions	1
*Traditions	4
Total (of 47 committees, 33 of which have student representation)	147

*Appointed by Committee on Committees



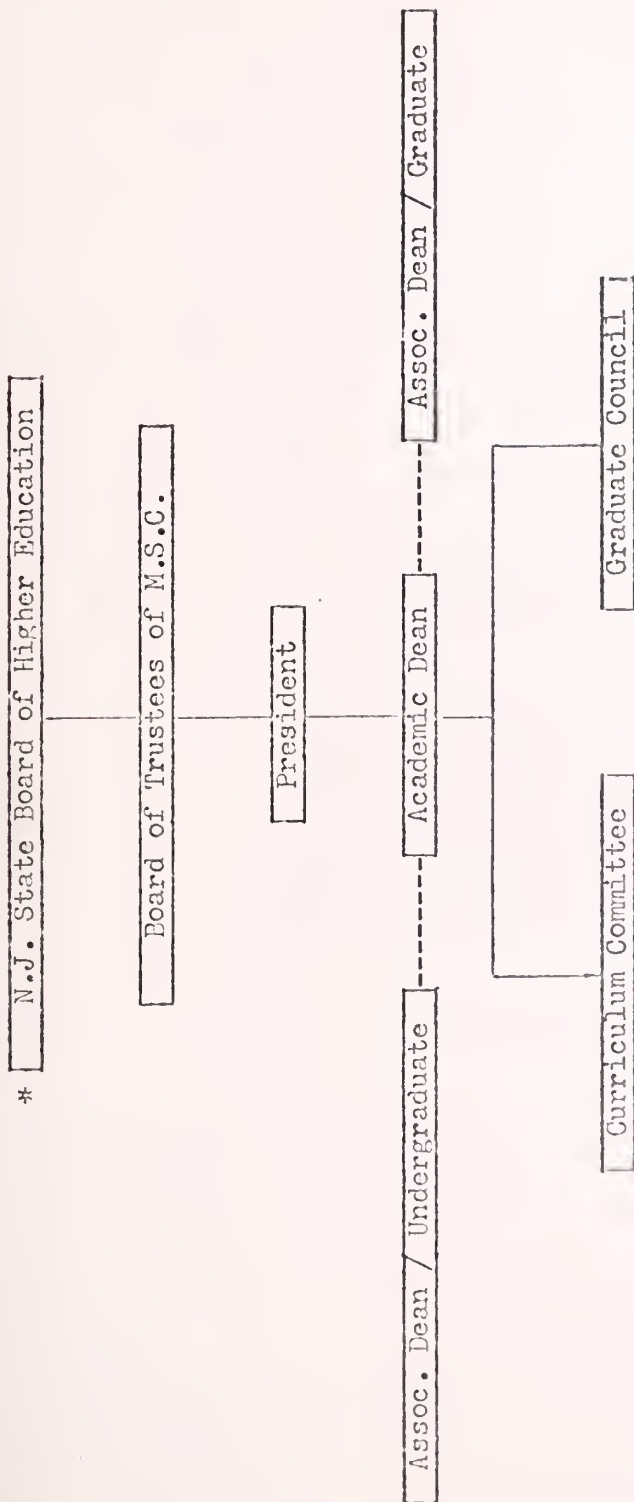
Curriculum Development Procedure - Montclair State College 3/68



The following types of curricular revision require the approval of the New Jersey State Board of Higher Education:

- 1) Offering of new programs and degrees, and
- 2) Discontinuance of degrees and educational programs.





*The following types of curricular revision require the approval of the New Jersey State Board of Higher Education:

- 1) Offering of new programs and degrees, and
- 2) Discontinuance of degrees and educational programs.

Dean's Office
R.R.D.
3/27/68



Amended 1/1/68 38

THE PURPOSE, PROCEDURES AND OPERATION
OF THE
CURRICULUM COMMITTEE OF MONTCLAIR STATE COLLEGE

PURPOSE

This committee brings to the Administration the concern and advice of the total faculty on matters influencing the undergraduate curriculum as it is presently established and evaluates changes suggested from all sources within and outside the college. The committee directs its attention to how well the curriculum expresses the philosophy and purposes of the college; and how best to bring about innovations that will make the curriculum more effective in serving the present generation of students and the dynamic society they face today, and will face upon leaving college.

It meets periodically to:

1. Review curriculum trends in higher education and evaluate the college curriculum in reference to these trends.
2. Review requests for new total programs of departments, adding and dropping of individual courses or changes in sequence or assigned credits of such courses. Such requests may be submitted by the administration, departments, individual staff or students as well as others in the state and local community interested in higher education at the undergraduate level. The committee's support or non support of these requests attempts to reflect total faculty opinion.

MAKE-UP OF COMMITTEE

The committee is composed of one faculty member from each department. Department chairmen are not eligible for membership. The individuals do not represent the exclusive opinion of the department but act as members of the total faculty.

The present (1967-68) committee was selected by the Committee on Committees. Membership in this Curriculum Committee has previously been so selected each year, resulting in membership changing each year, selection being taken from



a list of those faculty showing interest. The chairman has been appointed from the committee on a year to year basis by the Dean of the College.

Starting with the college year 1967-68, one-third of the members will serve a one year term; one third a two year term; and one third a three year term. The length of term of each of the present members will be determined by a random selection by the present committee.

Beginning with the 1968-69 college year, and each following year, members of the committee will be elected by their respective departments.

The chairman of the Curriculum Committee is selected by the Dean of the College from the membership and serves as chairman on a year to year basis. One alumnus is selected by the President of the Alumni Association in consultation with the Dean of the College. Three students appointed by the President of the SGA are also members. A member of the administration is an ex-officio member.

The standing sub-committees are selected by the chairman of the Curriculum Committee through consultation with the Dean of the College. The sub-committee selects its own chairman. At least one member of the Curriculum Committee will be on each sub-committee. Other members of the sub-committees are selected from the faculty at large and serve on a year to year basis. The chairman of the Curriculum Committee and a member of the administration serve ex-officio on each sub-committee. Sub-committees report to the Curriculum Committee.

At present the sub-committees are:

1. The Resource Committee on Teacher Education
2. The Resource Committee on Liberal Arts
3. The Resource Committee on Professional and Pre-professional Programs

PROCEDURES

The procedures are designed to establish common understanding and effective consideration by all concerned with curriculum operation and change.



I. The requests from the sources listed above are submitted in writing to the chairman of the Curriculum Committee (thirty copies). The chairman will inform all members of the Curriculum Committee of the receipt of the request; and then pass the requests to the appropriate sub-committee for study and recommendation. If the request does not fall within the province of a sub-committee, the chairman of the Curriculum Committee will place it on the agenda of the Curriculum Committee for direct consideration. Requests will be limited to a statement of:

- (a) How the change harmonizes with the expressed purposes of the college.
- (b) A brief statement of content and course credit arrangement.
- (c) The need for such change or addition as a service to students.
- (d) The qualification of present staff and availability of qualified staff.
- (e) Some estimate of additional costs of equipment, space, library and A.V. materials as well as staff from departments supplying these services.
- (f) Description of possible impact on other programs and/or courses now operating.
- (g) Time of planned implementation.

It is advisable for a representative of the department concerned or the individual submitting the request to make himself available to the Resource Committee to answer questions and interpret statements on the written requests. Arrangements for appearances are scheduled with the chairman of the Resource Committee involved with the study of the request.

- II. The chairman of the Resource Committee reports to the Curriculum Committee the results of the committee's study and review, stating the Resource Committee's views on the nature of the recommended advice that the Curriculum Committee may wish to submit to the Dean of the College.
- III. The chairman of the Curriculum Committee prepares a statement to the Dean of the College stating the opinion of the Curriculum Committee.
- IV. The chairman of the Curriculum Committee prepares a summary of actions taken by the committee at the end of each semester. Such a summary is distributed to all faculty over the names of all Curriculum Committee members.



OPERATION

- I. The Curriculum Committee meets monthly and at such other times as deemed necessary by the chairman.
- II. Official minutes of the committee will be limited to action taken by the committee in session.
- III. Files of minutes and any formulated statements of the committee are prepared and maintained in the Office of the Dean of the College, and are considered within all college domain.
- IV. When it becomes necessary for the administration to act contrary to the recommendation of the committee, the administration reports such action to the committee.
- V. The chairman is authorized by the committee to act for the committee when a situation calls for expediency. If time allows, in lieu of calling a meeting, he will solicit reaction from all members of the committee via the college mail. In other cases he will notify the committee of any opinions he makes to the administration as representing the opinions of the committee.

The above statement has the approval of members of the Curriculum Committee November 28, 1967 and is submitted for the approval of the Dean of the College.

Approved Allen M. Mendenhall Date 12-27-67
Dean of the College



MONTCLAIR STATE COLLEGE
CURRICULUM COMMITTEE
SUMMARY OF CURRICULUM APPROVALS
1968

Area Requirements:

- 1) General Education Requirements for All Undergraduate Programs
- 2) Requirements for All Undergraduate Liberal Arts Programs
- 3) Professional Sequence for 7-12 Teacher Education Programs
- 4) Requirements for All Undergraduate K-12 Teacher Education Programs

Major Programs:

- 1) Business Administration
- 2) French (Revised)
- 3) German (Revised)
- 4) Industrial Technology
- 5) Psychology
- 6) Spanish (Revised)
- 7) Speech Arts (Revised)
- 8) Speech Pathology (Revised)

Minor Program:

Italian

Sequence of Courses:

Philosophy - Religion



MONTCLAIR STATE COLLEGE
CURRICULUM COMMITTEE
CURRICULUM PROPOSALS PENDING

January 1, 1969

Undergraduate:

American Literature
Anthropology
Earth Sciences
Economics
Fine Arts
Mathematics - Computer Programming
Music
Philosophy Religion
Political Science
Sociology

Graduate:

Education Specialist
Mathematics - Doctoral level
Psychology - Doctoral level
Sex Education
Urban Education



4

ACADEMIC POSITIONS - Budgeted
KENTUCKY STATE COLLEGE

Academic Year 19 68-1969

Dept.	Prof.		Asso. Prof.		Asso. Prof.		Asso. Prof.		Ed. D.		Part Time	No. of Pos.	Total Staff
	M	W	M	W	M	W	M	W	M	W			
Pres. Off.	2								2			2	2
Dean's Off.	1		1						1			2	2
Spec'l Center	1	1	1						2	1		3	3
St. Pers.			1		4		2	2		4		11	12
Bus. Studies	6				2				6		1 in #405 1 in #405 P.T.; 1 in Earley's spot	11	13
Edu.	7	1	13	3	3		3	3	17	1		36	36
Eng.	5		4		5	1	4	5	6	1	2 in #223	25	27
Fine Arts		1	3	1	4	4	2	3	2	1	2 P.T. tied into one position	16	18
For. Lang.	1	1	1		6		3	1	2	7	1 in #405	26	27
Home Ec.		1		4				1		1	2 in #405; 3 in #405 P.T.	11	16
Ind. Ed. & Tech.	2			1	2		2	6	2		(Does not include Dr. Reister)	10	10
Library	1		1			1	1	8	1		1 in #405; 2 in #405 P.T.	12	15
Mathematics	3		3		9		4		5		1 in #405; 1 in #405 P.T.	20	22
Music	3	1	1		5	1	3	2	5	1	1 in sabbatical savings	16	17
Phys. Ed.	3	1	5	1	3	1	3	5	5	2	1 in #405 P.T.	22	23
Psych.	4	1	2	3	5	2			6	4		17	17
Science	4	1	7	1	7	4	1	4	10	4	1 in #405	29	30
Soc. Sci.	5	2	5	2	9	2	3	2	9	4	1 in #405	30	31
Speech	4		3	1	2	1	2	2	5		2 in #405; 2 in #405 P.T.	15	19
TOTALS	52	11	51	21	64	32	39	44	86	31		314	340

Special 4

2 positions not filled; 1 position partially filled; 1 position on loan - refund to #405



ADMINISTRATIVE POSITIONS
Montclair State College

Academic Year _____

Dept.	Pres.		Dir. I Dean		Dir. II		Dir. III		Sup. I		Sup. II		Sup. III		Part Time	No. of Pos.	Total Staff
	M	W	M	W	M	W	M	W	M	W	M	W	M	W			
Pres. Office	1		1						1		1				2 SIII in #405	4	6
Dean			1						1		1				1 SIII in #405	4	5
Eve/S.S.															2 DIII; 2 SII; 2 SIII in #405	0	6
Registrar											1				1 SI in #405	2	3
Stu. Pers.					1				1						1 SIII in #405; 1 SI in #243	2	4
Admissions									1		1				1 SIII in #243	2	3
Centers															1 DII in #243 1 SIII in #243 1 Instructor in #243 1 DIII in #230 1 DIII in #417	14	5
																14	32



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Montclair State College
Upper Montclair, New Jersey

BUSINESS STUDIES DEPARTMENT REPORT
January 19, 1969

I. Enrollment - Fall Semester 1968

- A. The number of undergraduate student semester hours in major courses offered by the department, day and evening, were 3,431.
- B. No special undergraduate service courses were offered in the department.

II. Faculty - Fall Semester 1968

- A. The number of full time faculty: Professors, 6; Assistant Professors, 2; Assistant Professor II, 4.
- B. Part-time Assistant Professor II, 1.
- C. Number of semester hours taught by adjunct personnel:

Summer session ... 9 hours
Fall semester ... 2 hours

III. Noteworthy activities during 1968

- A. The new Business Administration program was initiated in September with a small group (approximately 15 freshmen).

A new graduate course in Business Education for the Post-Secondary Schools was inaugurated in the Spring semester. The purpose of this program is to prepare experienced teachers for service in the community colleges.

The Unit Record I (Data Processing) course was initiated in the Spring semester. Although the college had previously offered an Introduction to Data Processing course, this was the first "hands-on" course given by the college.

- B. Special projects, programs, or workshops conducted included:
 - 1. The staff participated in several workshops which were conducted for the training of business teachers in the inner city schools.
 - 2. An unusually successful seminar series for businessmen was conducted for the fifth year.
 - 3. A workshop for business and distributive education teachers attracted over 200 participants.
 - 4. The first summer conference for business and distributive education teachers was also very successful.



5. Staff members attended meetings and participated in workshops for teachers in Baltimore, Philadelphia, Chicago, Dallas, Maine, Fort Collins (Colorado), Bloomington (Indiana), Detroit, and Rock Island (Illinois).
6. Several members of the department cooperated with the New Jersey Bell Telephone Company in improving their training programs for their personnel.
7. The name of the department was changed from BUSINESS EDUCATION to DEPARTMENT OF BUSINESS STUDIES.
8. The staff conducted a thorough study of the changes to be made in all undergraduate curricula.

C. Federal and State Program Grants

1. The Pilot Program-Use of Electronic Stenography in the Classroom for the State Department of Vocational Education Division was completed after three years of experimentation.
2. A Data Processing Research project was conducted for the State Education Department, Vocational Education Division.

IV.

A. New Programs Projected

1. A seminar on the teaching of business subjects in the inner city schools has been prepared and will start in the Spring semester. The major objective of this program is to develop new curriculum patterns and innovative teaching materials and techniques which will be particularly effective in working with the disadvantaged.
2. New Business Administration courses will be offered in both the day and evening sessions.

B. Special Projects.

1. A proposal has already been prepared for a summer project in Distributive Education in which black students will work with prospective white teachers to develop better understanding.
2. The revised curricula will be initiated. In the new programs, all business students will take the core programs in general education and in business administration. The various business teaching options will be part of the elective phase of the business administration core.
3. A special program will be developed to serve the particular needs of transfer students from the community colleges in both administration and business education.
4. A new program will be developed for a special concentration in automated business data processing.
5. A special project will be developed for working with recent graduates.
6. A special project will be developed for providing in-service conferences and workshops in various regional areas.
7. A special project on planning and conducting field trips and seminars for all business students will be initiated.



8. The seminars for business managers and owners will be extended.
9. A project for working with heads of business departments will be initiated.
10. A project for sponsoring a student organization in business will be explored.
11. The articulation of secondary community college and college programs in business will be carried on.
12. The seminar in community college business education will be resumed.

C. Additional Personnel Needed

1. One additional staff member will be needed to work with the projects for the disadvantaged.
2. At least one additional staff member will be needed in the Business Administration program.
3. One additional staff member will be needed to service the other projects such as the follow-up of graduates and other vocational training programs.

D. Additional Equipment Needed

1. A 360-20 or 360-25 computer will be needed.
2. Peripheral equipment to go with the computer will be needed.



MONTCLAIR STATE COLLEGE

Annual Report of the Education Department, 1968

I. Enrollment, Fall, 1968

A. Undergraduate student semester hours	4956
B. Graduate student semester hours	4859
C. Student teachers supervised	222

II. Faculty, Fall Term, 1968

A. Full time faculty

Professors	9
Associate Professors	15
Assistant Professors	5
Instructors	8

B. Part Time Faculty 0

C. Adjunct faculty - graduate courses only, semester hours 14

III. Noteworthy Activities during 1968

A major emphasis has been upon improvement of instruction in Education courses. Instructional practices have included such devices as simulated instruction, independent study, team teaching, seminars, use of technological devices, and modular scheduling. The department instructors have been endeavoring to demonstrate as well as discuss the more innovative practices in teaching. In general, there has been a great increase in the amount of student participation in the learning process and a marked departure from the lecture type of instruction. The Education Department has not attempted very much large group instruction, as the most effective learning situation is that which employs small group or individual instruction.

An experiment involving 24 student teachers at Scotch Plains has proven very satisfactory. The students spent a full term at Scotch Plains, starting in August with the teacher orientation programs and continuing to mid-term



in January. They became members of the school staff teams and experienced all of the roles of a teacher. In addition they were taught three college courses in Scotch Plains by the college staff and local educators. One member of the Education Department, Mrs. Bredemeier, acted as coordinator of the program, working very closely with the students and the faculty. We expect to expand this program in the fall of 1969 to include three centers for similar programs.

The Teacher Assistant Program in its second year has proven increasingly valuable to the students. All juniors who are intending to become teachers are required to spend 30 hours in a public school situation prior to their student teaching. They act as assistants to classroom teachers in many ways and gain firsthand acquaintance with the routines and tasks of a teacher.

The Education Department has become involved with urban school situations in several ways. the SPURT program is attempting to prepare teachers for urban school teaching by giving them a series of specific training experiences in this area as well as actual participation in field work in urban areas. The TRY program is attempting to help urban youth who do not meet the standard academic requirements for admission, but have other compensating qualities, to gain the competencies and the psychological attitudes necessary for successful college progress. We are also working directly with an urban school system, Passaic, in trying to help them develop a more effective program for their students. Through the Center for School Services we are engaged in working with the Paterson school system in a revision of their social studies program.

The graduate program continues to develop very rapidly, both in enrollment and in offerings. The guidance services have been expanded to the broader field of "personnel services" which includes all of the guidance functions plus additional services such as preparing school social workers. The Adminis-

tration and Supervision area has been expanded to include much greater emphasis upon supervision and the preparation of supervisors for specific subject areas. the MAT program has been revised in course content. The program to prepare teachers with emergency certificates for full certification has been continued by means of supervision of their teaching and also weekly seminars. Further expansion of the graduate program is planned for next year to include other areas of professional specialization and the possible creation of a six-year program in some areas.

IV. Innovations for 1969

A complete revision of the Education Department programs at the undergraduate level is attached. This revision is the result of a year of committee work, departmental discussions, and student participation and discussion. We believe that it represents a very interesting development in that it permits the student to elect the nature of the program he wishes to follow, rather than prescribing the same program for all. This program recognizes the contributions to be made by both the subject departments and the Education Department to the total preparation of a teacher. It will not involve additional facilities or staff.

We are preparing to experiment during the spring term with seminars held in the field during the student teaching period. These seminars will be conducted by Education Department staff and will deal with the problems which the students encounter.

We expect to continue to attempt to find a public school situation which might be utilized as a center for experimental and participatory work by our students. It may be necessary to use a number of such centers, each for some specific purpose, rather than finding one center which can be used for everything.

One of the proposals currently being developed is that of involving some of our students in the Teaching Corps program for urban education.

There will undoubtedly be other developments which are not now specific enough to discuss. Our general philosophy is that we want to prepare our students for as many of the current and anticipated school situations as we possibly can. As new situations develop, we hope to be able to adapt our program to any needs which may arise. Concern for the students and flexibility in our program are of major importance to us.

For the Education Department
Ralph Walter, Chairman

MONTCLAIR STATE COLLEGE

Education Department

A Proposal to Develop Multiple Programs in Teacher Education

I. General Rationale

A. General Objectives

The general objective is to provide the students with those experiences, learnings, and guidance which will help them to become effective classroom teachers in the State of New Jersey.

It is recognized that any such program must have a maximum degree of flexibility in order to meet the wide range of abilities, interests, backgrounds, experiences, and personal objectives of the students. To insure such flexibility the student should have the freedom to elect a general program for his preparation for teaching and also freedom of selection of many of the specifics within his selected program.

In order to provide this flexibility the college must offer a series of programs, any one of which might be elected by the student, rather than a single prescribed program for all students. The proposed programs at Montclair State offer a series of four alternatives from among which the student may elect the one which he, in consultation with his Education Department adviser, decides best meets his personal needs and interests. The programs vary in content, experiences, and length. They offer varying degrees of professional instruction and professional field experiences.

B. The following specific items are essential for a total, dynamic program of teacher education.

1. The program should provide the following opportunities for the students:
 - a. The opportunity to have experiences with school age youth in various capacities.
 - b. The opportunity to have experiences with varied economic, social, and cultural school communities.
 - c. The opportunity to have informal contacts with faculty members, both in non-class group situations and as individuals.
 - d. The opportunity to perform many of the roles of a teacher.
 - e. The opportunity to observe at the college level and participate in many different forms of instructional practices.
 - f. The opportunity to learn how to operate and utilize technological aids to learning.
 - g. The opportunity to teach public school classes.
 - h. The opportunity to study in depth selected areas of teacher activities.

- i. The opportunity ~~to~~ work cooperatively with groups and individuals; peer groups, adult groups, and youth groups.
 - j. The opportunity to elect specific types of programs for teacher education.
 - k. The opportunity of receiving advisement by Education Department members prior to making academic decisions involving teacher preparation and continuing throughout the student's program.
2. The program should provide the following opportunities for faculty members:
- a. The opportunity to teach those topics and areas of education for which they are most eminently qualified and interested.
 - b. As far as possible, freedom from assignments of subject content or function in which they are uninterested or only moderately qualified.
 - c. The opportunity to work with other staff members in a cooperative relationship for the benefit of the students.
 - d. The opportunity to teach in depth at least one course of primary interest to the individual instructor.
 - e. The opportunity to work with individual students, both in a formal and informal setting and as a student adviser.
 - f. The opportunity of working with students during their laboratory experiences.
3. The Education program must be related to the total college program in various ways.
- a. It must operate within established course credit formulas, faculty load specifications, and general college policy restrictions.
 - b. Cooperative relationships need to be established between the academic and the education departments so that each can make a maximum contribution to the total preparation of the teacher.
 - c. Consideration must be given to the need of qualifying the students for state certification for teaching.

II. The Total Teacher Preparation Program

The generally recognized components of effective secondary school teacher preparation include: general education, major field specialization, specialized professional education, basic professional education, and professional field work or laboratory experiences. The amount and nature of general education, major field specialization, and specialized professional education is a function of the various subject departments and will vary somewhat among these departments. In general, these departments will require 30 - 38 semester hours of general education, 24 - 32 semester hours in a major field, and 3 - 6 semester hours of specialized professional education - methods courses.

II. (continued)

The basic professional education courses and the field work experiences are functions of the Education Department, although the latter may be shared with the subject departments in some instances. The proposed programs are limited to specific items in these two areas.

III. Proposed Teacher Education Programs

A. Prior to the junior year a student will have taken a course in general psychology and a course in educational psychology. In exceptional cases these courses may be taken in the junior year.

B. At the end of the sophomore year a student who plans to prepare for teaching and is approved by the admissions committee will elect one of the following four programs. A decision made at this time will enable him to plan his other courses in such a manner that they will not conflict with the program format.

C. Program One

Program One is a minimum program. It is limited to the requirements for certification. Its inclusion does not mean that the Education Department considers this an adequate program for the preparation of teachers, but rather that it represents a type of program which may be necessary in a transitional phase from a minimal to a more professional type of teacher preparation. It may be varied in content as certification requirements may be changed.

The items in this and succeeding programs are listed for an entire year. Individual items might be experienced in either the fall or spring terms, depending upon the departmental programs with which coordination must be obtained.

Third Year

3 s.h.	Education I
1 s.h.	Educational Field Work
3-5 s.h.	Methods course(s) in major field (May be offered in Fourth Year)
23-28 s.h.	Major field Required Courses, Major Field Electives, Minor Field Electives, General Education Electives

Fourth Year

3 s.h.	Education II
8 s.h.	Ten weeks of student teaching
3-5 s.h.	Methods course(s) in major field (May be offered in Third Year)
16-21 s.h.	Major Field Required Courses, Major Field Electives, Minor Field Electives, General Education Electives, Professional Electives.

B. A. degree and certificate to teach

D. Program Two

Program Two offers a professional semester during the fourth year. In preparing for this program a student should have accumulated 98 credits prior to the fourth year in order not to have to carry too heavy a load during the professional semester.

Third Year

Same as for Program One

Fourth Year

A professional semester, preferably in the fall term, would include

- 3 s.h. Education II
- 8 s.h. Teacher assistance and student teaching for an entire term in designated centers. (a la Scotch Plains)
- 3 s.h. Seminar to accompany field work

In the other term the student would take 16 s.h. of major field requirements, major field electives, minor field electives, general education electives, or professional education electives.

B.A. degree and certificate to teach.

This program will increase the total education credits to 9 and will give the student the benefit of a full term of experience in the full range of tasks and responsibilities of a classroom teacher.

E. Program Three - A Five Year Program

Program Three would give a student a much broader preparation for teaching; 25 s.h. of professional courses instead of 6 - 9, five weeks participation in public school and community agency work, and a full semester as a paid intern in a public school classroom. He would receive the B.A. degree in his major field after four years, certification to teach after completing his internship, and a master's degree in Education after acquiring the necessary course credits. Six to eight hours of summer or part time work would be necessary to complete the requirements for the Master's degree.

Third Year

Same as for Program Two

Fourth Year

- 3 s.h. Education II
- 4 s.h. Full time teacher assistant program for five weeks
- 3 s.h. One education elective required
- 22 s.h. Major field requirements, minor field electives, major field electives, general education electives, professional education electives

B.A. degree, but no certificate to teach

E. Program Three (continued)

Fifth Year

- 3 s.h. Education III
- 8 s.h. One semester internship in a public school teaching position
- 9 s.h. Professional education electives required
- 12 s.h. Major field electives, minor field electives, general education electives, or professional education electives.

Certification to teach upon completion of internship.

M. A. in teaching after completion of internship and 32 course credits.

F. Program Four

B. A. Degree in a subject field.

MAT program for certification and/or M. A. in teaching

The MAT program requires for certification to teach:

- 12 s.h. Basic professional courses
- 6 s.h. Psychology
- 8 s.h. Student Teaching

Additional requirements for the M.A. degree require:

- 6 s.h. Professional education
- 8 s.h. Electives in major, minor, general, or professional fields.

IV. Field Work and Laboratory Experiences

The field work experiences will vary for the different programs.

Program One - In conjunction with Education I, a student will participate in public school and social agency activities in the roles of assistants to the extent of 45 clock hours. For this he will receive 1 s.h. of college credit. This should provide him with firsthand experiences in a school setting and also enable him to appreciate better some of the social problems of a community. The student will undertake ten weeks of student teaching with college supervision and seminar attendance.

Program Two - A student will spend an entire semester as a member of a teaching team in a public school system. This is intended as a complete experiential orientation to the many roles of a teacher by means of a gradual transition from the role of a student assistant to a teacher to a complete teaching program. The students would be expected to participate in all of the responsibilities and tasks of a teacher. A seminar would accompany this experience in order to provide the students with the opportunity of sharing, evaluating, and enriching their experiences.



IV. (continued)

The students would also be taught their Education II course in this school center. Centers will be created in cooperating school systems in various geographical areas. The results of the experimental experience at Scotch Plains has been most encouraging.

Program Three - In the fourth year of the five year program the field experiences are intended to be of an assistant nature only, and not to include student teaching per se, although a student may perform many of the roles of a teacher other than direct teaching of a class. The students would also spend some time in community agency activities as a volunteer helper.

The fifth year internship program is intended as a full time teaching position for which the student would be remunerated by the local school system.

Program Four - The student will undertake ten weeks of student teaching with college supervision and seminar attendance.

V. Student Selection and Guidance

A college committee is involved in the process of developing the criteria to be used for admission to the teacher preparation programs.

It would be desirable for each student in the Teacher Education programs to be assigned to an Education Department adviser for purposes of advisement relative to these programs. Such advisement should be offered in the sophomore year, prior to the student's election of a program and continuing throughout the program.

VI. Description of Courses

Education I.

This course introduces students to the various roles of the teacher in the classroom, school, and community. In the development of these roles emphasis is given to human relationships in sensitizing prospective teachers to the current and changing needs of students. Operational and dynamic techniques of classroom management, the need for creativity and adaptability, and the understanding of self as part of the educational process will be considered. The professional and legal aspects of teaching will be studied.

Education II.

In this course, which is a continuation of Education I, the emphasis will be upon the problems, issues, and challenges in education. A greater



depth of understanding in such areas as evaluation, innovative practices, group dynamics, and technical aids for teaching will be studied. In conjunction with these and other issues contemporary influences upon education will be related to their historical, philosophical, and social origins. The problems of public school structure and organization will also be included.

Education III. Prerequisites - Education I and II.

This is a seminar course devoted to a detailed study by individual students of problems of major interest to them. Independent study and research will be emphasized.



Annual Report of Department of English
Calendar Year, 1968

I Enrollment

A. Majors:	Daytime Undergraduate	Liberal Arts	Certification	Totals
	Seniors	0	87	87
	Juniors	9	98	107
	Sophomores	26	82	108
	Freshmen	<u>34</u>	<u>69</u>	<u>103</u>
	Totals	69	336	405

Transfers (change of major): 66 into English; 10 out of English
" (from other colleges): 36

B. Student semester hours taught

1. Daytime undergraduate, spring semester - 7,583
" " , fall " - 8,155
Total 15,738

2. Student-teaching, spring semester 736
" " , fall " 176
Total 912

3. Evening division:	undergraduate	graduate
spring semester	600	412
fall " "	<u>801</u>	<u>376</u>
Totals	1401	788

4. Summer session: undergraduate, 398; graduate, 480; total, 878

C. Matriculated Master of Arts Students, 76

D. Graduation

1. Bachelor of Arts, 112

2. Master of Arts, 11

3. Academic honors: SUMMA CUM LAUDE, 2; MAGNA CUM LAUDE, 4; CUM LAUDE, 10

II Faculty: active, 25; on leave of absence, 1; on Sabbatical, 1; total, 27

A. Academic rank: professor, 5; associate, 4; assistant, 9; instructor, 9

B. No part-time faculty

C. Adjunct personnel,

1, spring semester, 24 semester hours

2. fall semester, 30 " "

III Noteworthy activities

- A. Complete revision of undergraduate curriculum
 - 1. Decrease of required course to increase electives
 - 2. Emphasis on fields of specialization to prepare for graduate study
 - 3. Increase of electives to permit scope of specialization
 - 4. Division of survey courses to permit better survey in smaller units
 - 5. Provision for independent study to permit individual talent to develop
 - 6. Provision for seminar work to prepare for graduate study
- B. Inclusion of undergraduates in departmental meetings
- C. Two Seminars in American Studies with guest lectures in summer session:
 - 1. Lawrance Thompson, Princeton University, author of Melville's Quarrel with God and much-discussed biography, Robert Frost: The Early Years
 - 2. Howard F. Vincent, Kent State University, author of The Trying-out of Moby Dick; editor of Collected Poems of Herman Melville
- D. Prospective Teacher Fellowship Program, a federal grant, continued for third year
 - 1. Four new candidates (8 in 1966-'67, 8 in 1967-'68) recruited--all committed to teaching in inner-city schools
 - 2. Two candidates recruited in September, 1966, received degrees, June '68
 - 3. One candidate " " " , 1967, " " , " "
 - 4. Three candidates " " " , 1967, " " Oct. '68
 - 5. Grant not to be renewed although application favorably received and praised as good program, but not refunded because of cuts in federal budget.

IV Innovative programs for 1969

- A. Complete revision of graduate program
- B. Creating of video tapes for closed-circuit use
- C. Development of graduate-assistance program
- D. Implementation of new undergraduate curriculum
 - 1. Independent study to receive special attention
 - 2. Seminar courses to be emphasized



- E. Equipping of departmental reference library, anticipating new departmental offices and seminar rooms for more teacher-student conferences and contacts
- F. Development of student cooperation in faculty planning and decision-making

Harold C. Boh, Chairman.



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MONTCLAIR STATE COLLEGE
DEPARTMENT OF FINE ARTS

Report to the Dean of the College

I. Enrollment - Fall Semester 1968

- A. Number of undergraduate student semester hours pursued in courses offered by Fine Arts Department

3571 semester hours Undergraduate plus 145 semester hours in Evening Division.

- B. Number of graduate students semester hours pursued in courses offered by Fine Arts Department

381 semester hours Graduate

II. Faculty - Fall Semester 1968

- A. Number of full time faculty holding each academic rank

Professor	1
Associate Professor	4
Assistant Professor	8
Assistant Professor II	3

- B. Number of part time faculty holding each academic rank

Assistant Professor II 2

- C. Number of semester hours taught by adjunct personnel

3 semester hours

III. Noteworthy activities during 1968

- A. Introduction of new major programs

See attached Summary Report "State Arts Council - Classroom Renaissance Project"

- B. Special projects, programs, or workshops conducted

1. Students in Painting classes working on murals for Newark Housing for the Aged under the direction of Mr. Peter Barnet.
2. Exhibitions as follows in Harry L. Sprague Library - Service to the College:



September 12 - 27	Paintings - Mr. Ives
September 30 - October 18	Fine Arts Faculty Exhibition
October 21 - November 8	Paintings - Ron Sloan
October 21 - November 8	Paintings - Mario De Cleve
November 11-November 29	Paintings - Leon de Leeuw
December 2-December 20	Photographs - Charles Martens
January 6 - January 24	Children's Art-Paterson, N. J.

3. Student Paintings installed offices and corridors around College, especially in College Hall.

IV. Unique or innovative programs or projects contemplated in 1969

A. The Introduction of a Liberal Arts Degree in Fine Arts - Accepted

We offer Specializations in the visual arts in the following areas:

1. Studio work - The training for the professional artist. It is a concentrated program of creative production and can be pursued in:
 - a. Crafts
 - b. Painting, Sculpture and Graphics
2. Studies in the Visual Arts - This area will service the student desirous of a deep intellectual understanding of the visual arts both historical and contemporary, as well as an understanding of the creative process. This student majors in art much as the student who majors in literature - and becomes a well-informed appreciator or consumer, or this program may also feed into graduate study in fields of history, philosophy, sociology, etc.
3. History of Art - Students interested in the historical development of art, in the relationship of art to life and to mankind both historically and culturally will be enabled to study in a meaningful depth sequence and will be prepared for independent research and investigation in the visual arts.
4. Preprofessional Training in the Visual Arts - This area includes the art education program we have already established.

B. New programs contemplated

1. Extension of our offerings in the visual arts
 - a. Proposal in museum traineeship for curatorship, gallery management, etc. (Arts management)
 - b. Interdisciplinary programs.



2. We have a proposal already submitted by Professors Chapman and Watkins seeking funds from the New Jersey State Council on the Arts for a Faculty Sculpture Project, involving student apprenticeships.
- C. Additional personnel needed to implement the above mentioned programs.

We are in need of highly specialized faculty in art history, and of faculty who will set up liasons between museums, galleries and individual artists and the Department so that we may implement projected plans for internship and field study programs.

MS:ho
1/17/69



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SUMMARY REPORT

STATE ARTS COUNCIL - CLASSROOM RENAISSANCE PROJECT

In October 1967, the Department was invited to develop a series of programs to promote the visual arts in six communities. Eight Department faculty, with Foster Wygant as coordinator, developed a proposal for an exhibition with demonstrations of professional artists' techniques. To gain increased funds, additional funding was undertaken by the state with Title III Project, "Classroom Renaissance," two agencies each providing \$6,482.

The faculty members, with student assistants, completed design and production of thirteen exhibition panels, an audio-visual booth, and a sequence of six slide-sound programs, by the end of March, despite severe handicaps caused by delays in occupying the new fine arts building.

The first program, at Columbia School, Burlington, was conducted March 27 - 30: five others were given between April 27 and May 29, in Wayne, North Haledon, Jersey City, Union City and Haledon. Each program extended through three or four days. A Saturday program in each location was given for the public; on two or three other days the programs were presented to school teachers and children. The original project agreement provided that the Montclair group of faculty, each assisted by a student demonstrator, would present only two programs at each location, the first and last, one of which was always the Saturday public program. However, because Classroom Renaissance found difficulty in recruiting staff, Montclair Fine Arts students were almost solely responsible for the additional day or two at each location.

Originally the project was to demonstrate techniques at the professional artist's level. As the series progressed, Classroom Renaissance participation led to much greater emphasis on techniques which children might use.

Financial control was managed by the office of Business Services; the faculty coordinator was very capably assisted by a Business Education major, Miss Patricia Boyd. A total of 42 Montclair State College students and faculty participated in the project.

An estimated total of 5,000 school children, teachers and adults attended the programs. Administrators from the six communities, in brief evaluations, made such statements as these:

"This was the finest program of its type that this community has ever seen." "Caliber of instructors and others directly involved in the exhibit was excellent." "Displays very good-interesting and educational." "Our children learned a great deal from the exhibits as well as our teachers."



DISCUSSION

1. The fact that there were two funding agencies created some difficulties, none severe.

2. The Office of Business Services was willing and helpful. But the State procedures for purchasing are extremely slow and complex. I see no valid reason why State purchasing procedures need be required in such projects; I do not see why a simple independent bureau cannot be established for the operation of projects which are not directly funded by the State. Unless some such alternative is developed, no similar project should be undertaken without at least three months lead time allowed for the Office of Business Services to prepare its accounting and purchasing.

3. The faculty, and by transfer many of the students, were frustrated and unhappy because the project developed into something quite different from what was planned and agreed upon:

a. The Project was originally planned as a demonstration of the work of professionals. Under pressure from Classroom Renaissance personnel the demonstrations were progressively re-oriented toward children's ways of art activity. School personnel were not advised of the original intention; Classroom Renaissance personnel did not honor the original intention. Both groups then found fault with the level and content of the exhibition and demonstration, and accused Montclair students and faculty of being uncooperative and unprofessional when they attempted to maintain the original concept.

b. As agreed upon, the first program for the school was to be a workshop for teachers without children. The program for the public and the teachers' workshop were to be concerned with artists' techniques. Classroom Renaissance introduced tables of materials for children, with the result that the designed concept of demonstration and exhibit was overridden by the competitive appeal to very young children.

c. Originally, the Montclair State group were responsible for one Saturday program and one late afternoon-evening program for teachers. The teachers it was supposed, would not be freed by their administrators from daytime instructional responsibilities. Counter to expectation, the administrators, according to Dr. Newman, refused to require an after-school attendance. With the teacher workshop impracticable, Dr. Newman scheduled instead a full day (10:00 or 10:30 - 3:00) for school children, despite my protests that our faculty could not meet such a schedule. Worse than that, most of these first days were scheduled on the same day.



d. Just before the first engagement, Dr. Newman asked me to recruit students as demonstrators for the additional days. Classroom Renaissance did not provide any continuous supervisory personnel. This lack of coordination, the absence of a continuous supervisory person, the impossibility of maintaining a small experienced, regular team, added to the loss of morale of our students and faculty and in many ways reduced the effectiveness and smoothness of the program.

e. The additional recruiting, scheduling, and accounting, together with the difficulties of scheduling of the original staff, seemed to double (at least) the coordination job. This would be too much, I think, for a faculty member to do again.

EVALUATION

1. Despite all these difficulties, I think much was accomplished by the effort. Audiences of teachers, children and adults were generally enthusiastically pleased. School administrators have greater acceptance of this kind of extra-curricular program. In the trial and error and adjustment to unexpected conditions, much has been learned that may facilitate the re-design of the project for continuing programs, although the staffing problems are still not worked out.

2. I share the bitterness of my faculty colleagues at the complete rejection of the values we believed would be projected through presentation of the work of mature professional artists. It appears that both the child's level of art and the artist's level are valid but that the two cannot be presented at once.

3. Many of the students became interested and enthusiastic over their experience in working with teachers and children in this way. If the schedule of such demonstrations could be extended, less intensified, and the planning completed much further in advance, it seems quite possible that many of our students could, during a school year, participate.

4. If so, a plan to pay the students on the day they worked, through prepared checks or receipted cash payments, would enormously facilitate the bookkeeping and elevate the students' eagerness to participate.

Participating faculty: Barnet, de Leeuw, Coates, Civitello (withdrew in anger), Kyle, McCreath, O'Connell, and (to replace Civitello and Coates) Jones.

The attached chart shows student participation. Those X's boxed were paid by the grant, others were paid by Classroom Renaissance.



Montclair State College
Department of Foreign Languages
Report to the President
January 1, 1968 - December 31, 1968

I. Enrollment

1. The students immediately serviced by this department fall into the following groups: College High School, majors, minors and concentrations, students in general education and humanities courses, Liberal Arts students in other departments who take language courses to satisfy graduation requirements and graduate students.
2. The following comparative enrollment data will show general trends in terms of students serviced by this department (figures compare 1967-68 academic year with Fall 1968 enrollment):

a. College High School (total enrollments):

	1967-68	Fall 1968
French	59	53
Latin	29	19
Spanish	<u>47</u>	<u>42</u>
	135	114

b. Majors (broken down by class, T.E. and L.A. students taken together)

French

	1967-68	Fall 1968
Freshmen	86	61
Sophomores	88	81
Juniors	56	75
Seniors	<u>61</u>	<u>60</u>
	291	277

German

	1967-68	Fall 1968
Freshmen	23	19
Sophomores	10	23
Juniors	7	9
Seniors	<u>0</u>	<u>6</u>
	40	57



Latin

	1967-68	Fall 1968
Freshmen	14	14
Sophomores	14	14
Juniors	17	12
Seniors	<u>10</u>	<u>15</u>
	55	55

Spanish

	1967-68	Fall 1968
Freshmen	78	101
Sophomores	76	73
Juniors	52	68
Seniors	<u>52</u>	<u>53</u>
	258	295

Total number of majors:

	1967-68	Fall 1968
	647	691

The figure for this year represents a 6.8% increase in the number of students majoring in this department.

The figure for 1967-68, in turn, represents an increase of 9.7% over the 1966-67 total major enrollment figure which was 596. This means that the department has increased its major enrollment by 16.5% over a two year period.

c. Minors and Concentrations (total enrollment):

	1967-68	Fall 1968
French	51	62
German	24	35
Latin	13	12
Spanish	65	78
Italian	--	56



d. General Education and Humanities Courses:

	1967-68	Fall 1968
Foundations of Language	743	320
General Linguistics	254	164
Humanities electives	<u>182</u>	<u>45</u>
Total	1179	529

Since these courses are given both semesters, it is expected that the figures for 1967-68 will be easily matched.

e. Non-major Liberal Arts Students:

The department serviced a total of approximately 247 L.A. students from other departments who need to fulfill language requirements. Here is a breakdown compared with 1967-68 figures:

	1967-68	Fall 1968
French	39	99
German	25	49
Latin	--	4
Spanish	59	92
Italian	<u>--</u>	<u>3</u>
	123	247

According to information received from the Registrar's office, the total of student semester hours for the Fall of 1968 was 6,355.0, broken down as follows:

French:	2022.0
German:	562.0
Latin:	287.0
Spanish:	2063.0
Linguistics and	
Humanities:	<u>1034.0</u>
	6355.0



f. Graduate students

As of October 30, 1968 there were 45 matriculated students in the French and 51 matriculated students in the Spanish Master's programs, a total of 96 students, as against 37 French and 36 Spanish students as of June 30, 1968, a total of 73 students. This represents an increase of about 31.5%.

The graduate office reports a total of 244 student semester hours for the Fall semester 1968.

Evening Undergraduate Program

Starting with the Fall semester 1968 the department has been involved in this program. A course in beginning French and Spanish has been offered for a total of 246 student semester hours.

II. Faculty

As of the Fall semester 1968 the department has numbered 27 full-time staff members, two graduate assistants and one departmental secretary, as against 24 full-time members, one graduate assistant and one departmental secretary during the 1967-68 academic year. With the increase of our service responsibilities to L.A. students throughout the college, this number is already proving to be inadequate.

Rank distribution with doctor's degrees held is, at present, the following:

Professor	Associate Prof.	Assistant Prof. I	Assistant Prof. II(Instructor)
2	5	15	5

Of these staff members six hold American Ph.D. degrees and three hold foreign doctor's degrees.

The department employs no adjunct personnel.

III. Noteworthy activities during 1968

1. The most important curricular development has been the introduction of a full minor program in Italian.
2. The department also reinstated the study of Russian at the College. Although not a minor program at the present time, students may satisfy their language requirement in this language also.
3. Expansion of the FLES (Foreign Languages in the Elementary School) program. In June 1968, 16 French majors and 4 Spanish majors graduated with K-12 certification.

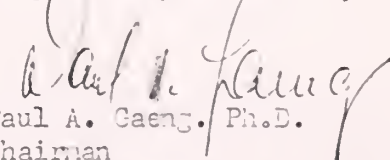


4. Under the junior year abroad program, partially sponsored by the Margaret B. Holz Foundation, twelve French juniors and six Spanish juniors are now studying in French and Spanish universities. During the 1967-68 academic year only five French students and one Spanish student studied abroad. The increase in the study abroad program is due to the liberal credit equivalency policy of the department in cooperation with the Dean's office.

IV. Projects for 1969

1. The department expects to initiate as of September 1969 a minor program in the Teaching of English as a Second Language to train teachers to teach the hosts of foreign born pupils in surrounding areas the English language. The importance of this new program is evidenced by the fact that the State Department of Education has created a special division in the Teaching of English as a Second Language.
2. Montclair State College has been chosen by the Federal Government to organize a summer institute in the Teaching of English as a Second Language. There are less than 20 institutions of higher education in the country which have received grants for such an institute.
3. The department expects to initiate, also as of September 1969, a major in the Classic (Latin and Greek). In any event, a course in the Greek will be given during the 1969-70 academic year.
4. The department can implement these programs with the present available staff; however, the department does need additional staff to man language classes on the beginning and intermediate levels to service all non-major Liberal Arts students in the College. Although no new graduate programs are planned for the immediate future, the present French and Spanish programs must be expanded by offering more courses per semester (only two courses each are offered at present). This is another justification for additional staff members.

Respectfully submitted,


Paul A. Gaeng, Ph.D.
Chairman
Foreign Language Department



MONTCLAIR STATE COLLEGE

Annual Report to the President

For the year 1968

Home Economics Department

I. Enrollment

Several measures of size may be used to indicate the numerical strength of the Department. All but one show the Department either remaining stable or growing somewhat.

Freshmen chosen by the College to enroll as Home Economics majors in Fall 1968 numbered 54. This is a 44% drop from the 97 freshmen admitted in Fall 1967. This is in spite of a 17% rise in the total number of applicants, from 330 a year ago to 385 for admission in Fall 1968.

It has been encouraging to see more students transferring throughout the year into the Department from other colleges or from other departments, than those who transferred out. As a result of this added influx, the total enrollment of undergraduate majors has remained virtually the same over the past three semesters:

Fall 1967	337
Spring 1968	344
Fall 1968	343

The number of undergraduate classes taught has increased as follows:

Fall 1966	51	Spring 1968	50
Fall 1968	59	Spring 1969	55

This increase has taken place at the same time as an increase in the mean average size of the Department's classes. It is worth noting that while this average is somewhat low due to the physical restrictions in laboratory courses, five other departments report lower averages.

A sizeable and growing number of non-majors enroll in Home Economics courses (including both men and women), although the Department offers no "service" courses as most other departments do. Non-major undergraduate enrollment has been as follows:

Fall 1967	98
Spring 1968	200
Fall 1968	147

Summer session offerings increased from two courses with 53 enrolled in 1967 to three sections of the same two courses with 97 enrolled in 1968. These were Family Sociology and Interdisciplinary Study of the Family, which were taken primarily by non-major graduate students as a general "cultural elective," although the latter course is also required in the Department's graduate program.



Enrollment in graduate-level courses offered in the evening has grown as follows:

Fall 1967	47 students in 2 courses
Spring 1968	39 students in 2 courses
Fall 1968	107 students in 4 courses

The graduate program has grown also in the total number of matriculated M.A. candidates, as follows:

Fall 1967	20
Spring 1968	29
Fall 1968	42

II. Faculty - Fall Semester 1968

A. Full time

1. Asst. Prof. Huberta Alcaro. Management, Family Economics
2. Asst. Prof. David Balderston. Family Relations, Family Sociology
3. Asst. Prof. Joan Bernstein. Home Economics Education, Family Relations, Foods & Nutrition
4. Asst. Prof. Martha DiGuiseppe. Clothing & Textiles
5. Asst. Prof. Lois Guthrie. Management, Family Economics, Family Sociology (on leave 1968-69)
6. Professor Katherine Hall. Chairman; Textiles (on leave Fall 1968)
7. Asst. Prof. Marilyn Hatzenbuehler. Home Economics Education, Vocational Education
8. Asst. Prof. Juanita Hudson. Clothing & Textiles
9. Asst. Prof. Barbara Jackson. Interior Design, Housing, Clothing & Textiles
10. Asst. Prof. Elizabeth Kelley. Household Equipment, Foods & Nutrition
11. Asst. Prof. Margaret Mukherjee. Housing, Interior Design, Clothing & Textiles
12. Asst. Prof. May Sandford. Professional Orientation, Family Sociology
13. Asst. Prof. Miriam Silver. Child Development, Family Sociology

B. Part time

1. Asst. Prof. Margaret McKinley. Foods & Nutrition
2. Asst. Prof. Ada Rosen. Family Relations
3. Assoc. Prof. Doris Ruslink. Graduate Research, Foods & Nutrition (full time in Spring 1969)
4. Asst. Prof. Hedda Schlosberg. Foods & Nutrition

C. Graduate Assistants

1. Susan Fick. Research - Pilot Project, Clothing & Textiles
2. Janet Knickerbocker. Resident Director - Management House

SUMMARY: Fall 1968

Full time - Professors,	1
Asst. Profs.,	12
Part time - Assoc. Profs.,	1
Asst. Profs.,	3



III. Noteworthy Activities during 1968

A. Undergraduate Curriculum Revision

College reorganization of existing curriculum patterns and the introduction of the liberal arts curriculum have given the Department the opportunity to study and revise the Home Economics Teacher Education curriculum. In addition, curricula have been planned for students wishing to prepare for positions in business and in social welfare. Also in the planning stage is a major in general home economics based in the liberal arts curriculum. As a result of experimentation and extensive student evaluations during the Fall 1968 freshman introductory course, revisions are being proposed to provide better orientation both to the professional opportunities and to the basic interdisciplinary nature of home economics.

B. Anti-Poverty Activities

Two members of the Department were involved in teaching several sections of the course, The Disadvantaged Family, which was elected by non-majors as well as majors. This course is also one of the required core courses for students throughout the College who have volunteered for the SPURT program.

Contacts have been made with the officials of the Rehabilitation Division of Urban Renewal in Newark, the Housing Authority of Newark, and the Essex County Youth and Rehabilitation Commission. Under consideration are ways in which home economics students could work cooperatively with these agencies. One possibility involves cooperating with the Public Housing Authority in selecting furnishings for a model apartment in a housing project. Students would then prepare and present to the residents methods of improved care and use of the apartments and furnishings.

C. Pilot Project

A pilot research project was begun in January 1968 to study an approach to the improvement of the junior year practicum for student teachers. During the spring and fall semesters, two different groups of fifteen cooperating teachers were invited to attend a class twice weekly for 15 weeks. One of these weekly class meetings was with the 15 junior students who would be participating in the junior practicum during the following semester. The second class each week consisted only of the cooperating teachers and the Department's teacher educator.

One result has been the establishment of 30 permanent student teaching centers within comfortable traveling distance, where the Department can send its students with greater confidence than before. All who have been involved have been extremely enthusiastic with the greater competency developed in students and cooperating teachers alike. (A more detailed report is being submitted to the N.J. Office of Education, Vocational Division.)



D. Graduate Program

The Department currently has 42 matriculated master's candidates, each of which was enrolled in at least one course during the past year. These relatively large enrollment figures in such a short time from the inception of the program point up the need which existed for a graduate Home Economics program in northern New Jersey.

Presently the graduate curriculum suffers because of a lack of available non-major courses in the behavioral sciences. Also the practice of scheduling several courses in various departments at prime hours, so that they conflict, as well as the College restriction regarding the number of courses that can be offered in the major department each semester, make it difficult for a student to plan the type of program desired and to finish a degree in a relatively short period of time. Low salaries during Summer Session limits the number of courses offered each summer and makes the use of non-members of the faculty for special workshops impossible.

E. Affiliation with Merrill-Palmer Institute

A cooperative arrangement has been established with the Merrill-Palmer Institute in Detroit to send home economics majors there for one semester of intensive study and experience in the area of family relations and child development. Although four students planned to attend in 1968-69, financial and curriculum difficulties made the semester impractical for all except one senior.

F. Clothing Occupations Workshop

In cooperation with the Vocational Division of the State Department of Education, this Department held a workshop to help high school home economics teachers prepare students for occupations in the clothing, fashion apparel and textile industry. Twenty-eight teachers attended for a period of ten weekly sessions plus a full week in June. Included in the workshop were numerous field trips plus meetings with representatives from business, industry and labor. (A more detailed report has been filed with the N.J. Office of Education, Vocational Division.)

G. Sex Education Program

One member of the Department has been a member of an inter-departmental team involved in teaching two different courses in sex education to in-service teachers, both on the campus and in several communities around the state. Within our own department a course is now offered on Sex Education in Home Economics.

H. New Emphasis on Re-education for Women's Roles

The Department now offers a course on "Women in Contemporary Society" taught by a professor whose doctoral thesis is in this area. This is seen as just the beginning of various projects which the Department is contemplating, to broaden the opportunities for both young and older women to actualize more of their potential as contributing citizens.



I. Summer Work Practicum

Summer work practicum is a unique program which supplements course work with approximately eight weeks of actual work experience, usually in a field related to home economics. This departmental requirement is normally completed by majors during the summer before their junior year.

The practicum gives students an opportunity to have personal experience in obtaining a job, working under supervision, relating to co-workers, being exposed to different values held by others, adhering to work schedules, handling resources responsibly, and fulfilling job expectations.

The Vocational Act of 1963 makes some exposure to the world of work imperative for home economics teacher education majors. The program at Montclair is a good start in this direction and needs to be strengthened by making faculty time available to assist in job placement, on-the-job supervision and follow-up evaluation.

J. Tenth Anniversary Observance

The Alumnae of the Department, of which there are 299, the faculty, and the current students held a one-day conference in recognition of the anniversary of the tenth graduating class. More than one hundred home economists attended, and were addressed by Rutgers sociologist Dr. Mary Kievet and by Pres. Richardson.

K. Cafeteria Kitchen Experience

Seniors enrolled in an elective course, Quantity Food Preparation, have been able to take turns, at the College cafeteria kitchens in both Grace Freeman and Life Halls, in observing and assisting with large scale cooking and food service equipment and procedures, as a result of a cooperative arrangement made with the manager of the campus food service.

L. Scholarships

The Home Economics alumnae initiated during 1968 the Katherine B. Hall Award, to be granted to a rising home economics junior student who is a member of the College Chapter of the American Home Economics Association, has a B or better average and is judged professionally promising.

This award raises to five the number of scholarships available to home economics majors at Montclair.

One of the rising seniors was the recipient of the 1967 New Jersey Home Economics Association \$200 annual scholarship which is awarded through competition with other home economics students at other New Jersey colleges.

M. College Chapter of A.H.E.A.

Chapter meetings and activities contributed to growth of student members in several ways -- an awareness of professional opportunities in home economics, faculty-student contact on an informal basis, and some participation in social action endeavors.



IV. Plans and Recommendations for the Future

A. Role and Status of the Department

This Department is in the process of responding to both national trends and local campus changes with regard to the place and purpose of home economics. Nationally, the McGrath Report has given urgency to the trend toward emphasizing "family service" and greater participation by home economists in the solution of urban problems. Reflecting this shift, for example, are two large and eminent home economics departments at universities in neighboring states which have recently evolved into Colleges of Human Development and Human Ecology.

Locally, the proposal for restructuring the College includes home economics within a College of Applied Arts and Sciences. At the same time, while the majority of the Department's graduates continue to enter teaching, a proposal for a non-teaching liberal arts major is also being developed. The growing trend of married women in their 30's and 40's entering or re-entering college has brought strongly motivated students to the Department with special needs, such as for permission to carry a reduced daytime class load.

The response of this Department to the abovementioned trends and changes depends considerably upon decisions which are pending regarding the structure, philosophy, goals and financing of the whole College, and indeed, of the entire State College system. These decisions will substantially affect the size and budget of this Department. As these decisions are made final, the Department can then go ahead within these limits with whatever adaptations of its plans seem necessary. For this reason, the plans and recommendations mentioned in this report must be considered provisional. In general, however, recent figures on enrollment and number of applicants, both undergraduate and graduate, as well as emerging urban needs and national trends, point if anything to a growth of the Department in size and sophistication at least in proportion to the growth of the College as a whole.

B. New Curricula

Committees within the Department have been working throughout the year on various aspects of revising the undergraduate curriculum. One revision contemplated is in the direction of requiring a smaller general core of all majors, while providing greater freedom than at present to make concentrations through elective courses in the areas of social welfare and community agencies, business, and teacher preparation -- including preparation for the expanding vocational and technical programs. For non-teaching majors, a community service practicum is already being planned, as an alternative to the summer work practicum (see III. I. above) now required of all majors. The chairman of the Department was granted a sabbatical leave during the Fall semester in part to study the home economics programs at other institutions, particularly where the curriculum is within a liberal arts pattern.

Another fundamental revision being discussed is a reduction in the number of laboratory-skill courses to be required in the foods and clothing areas. This would be concomitant with increased stress



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on the principles of management of resources in these and other areas, and on the study of human development and relationships in the family. This shift reflects recent trends in home economics throughout the nation. Increasingly, students from other departments are electing courses in these areas, and the Department believes it can serve the College even more in the future as curriculum revision opens up more such courses.

The success of these curriculum modifications will depend in part on the continued and even increased cooperation of other departments, especially in the natural and behavioral sciences and the fine arts, in offering sufficient elective courses open to home economics majors. It would also be a service to the students and faculty to make some joint faculty appointments between departments at the College.

C. Contract for Vocational Funds

Parallel with similar efforts in the Business Education, Distributive Education and Industrial Education departments, this Department is exploring the feasibility of negotiating a contract with the State Division of Vocational Education for funding the vocationally related part of the expenses of the Department. It is believed that this arrangement would make possible a more effective educational program than the present method of Vocational reimbursement.

D. Head Start Teacher Training Program

Two federally funded programs for the training of Head Start nursery school teachers were held during the summers of 1966 and 1967 under the administration of the Home Economics Department. More than one hundred trainees have completed the program.

Physical facilities at Montclair are inadequate for continuing such a program, although the curriculum is considered excellent by those evaluating the program. If facilities are made adequate for the regular home economics program, they could serve and be made available for such special projects as Head Start. In addition, this would offer invaluable involvement for undergraduate and graduate students from all departments on campus.



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MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY
INDUSTRIAL EDUCATION AND TECHNOLOGY

Annual Report to the Board of Trustees
January 1, 1968 - December 31, 1968

I. ENROLLMENT - Fall Semester 1968

- A. Number of Undergraduate Student Semester Hours Per Student in Courses Offered by the Department of Industrial Education and Technology - 1,434 Student Semester Hours
- B. Number of Graduate Student Semester Hours Per Student in Courses Offered by the Department of Industrial Education and Technology - 450 Graduate Student Semester Hours

II. FACULTY - Fall Semester 1968

- A. Number of Full-Time Faculty Holding Each Academic Rank:
 - Professor - 3
 - Assistant Professor - 2
 - Assistant Professor II - 6
- B. Number of Semester Hours Taught by Adjunct Personnel:
 - Six (6) Semester Hours

III. NOTEWORTHY ACTIVITIES DURING 1968

A. Introduction of New Major Programs

1. The Cooperative Industrial Education Coordinator's Program

The program to certify teachers for the industrial work experience programs in the public high schools of New Jersey started last year and has expanded rapidly. More students apply for the courses than we anticipated.

2. Vocational Industrial Teacher Education Program

The program, leading to certification for vocational industrial teacher education, started in September of 1968. The program has already expanded beyond our expectations. The demand for the certification courses indicates that we could immediately employ another full time professor.

Fort Monmouth invited Montclair State College to offer a vocational industrial teacher education program for their military and civilian instructional personnel. There are approximately 2,000 teachers interested in vocational certification and a bachelor of arts degree in education. The program, which started this fall, is a potential source for teachers of vocational subjects in the public schools of New Jersey.



3. Industrial Arts Major

The Industrial Arts curriculum is being revised to meet the needs of present day industrial arts programs. The three main features of the curriculum changes are:

- a. the trend towards specialization
 - b. less required department courses
 - c. increased industrial arts electives
- (Six new courses have been added to the curriculum this year.)

The technical upgrading of the industrial arts area and the trend toward specialization necessitates a continuous program of laboratory improvement. The Department budget for the purchase of supplies and materials has increased gradually over the years. At present, the student budget ratio is approximately \$60 per student. The student budget ratio, to operate a high-quality technical program, should be increased to at least \$100 per student.

The Department budget for new equipment has increased gradually. This year we are allocated \$12,000 for new equipment. As the Department upgrades its technical program and offers areas of specialization, the purchase of new equipment is mandatory. If this budget were increased to \$25,000 per year, it would make it possible to move the Department more rapidly in the direction of the newer technologies.

B. Special Projects, Programs, or Workshops Conducted

1. Welding Technology Workshop

The Welding Technology Workshop was conducted in the summer of 1968 for graduate students. The Welding Technology Workshop was a cooperative effort between industry and Montclair State College. Industry supplied the teaching staff, materials, and equipment for conducting the graduate course, and Montclair State College provided the administrative organization and facilities. Each student, upon completion of the course, received a State Certified Welding Certificate.

2. Ninth Annual Industrial Education Conference

Four hundred and fifty (450) men registered for the Ninth Annual Industrial Education Conference held in November of 1968. Forty (40) industries were represented and displayed the latest technological equipment. The Conference 'technically' was the most successful the Department has ever sponsored.



V. INNOVATIVE PROGRAMS OR PROJECTS FOR 1969

A. Plastics Technology Workshop

The Department offers one of the best plastics technology programs of any industrial education department in the nation. We are in the process of negotiating with the State Industrial Arts Supervisor for special funds to run a plastics technology workshop during the summer of 1969.

B. The Elementary School Technology Project

The Department, in cooperation with Montclair Public Schools, plans to submit the Elementary School Technology Project for federal funding. The project is a new approach to teaching technology in the elementary schools. The three-year curriculum project includes the study of industry, technical concepts, and selected technical experiments and experiences that can be taught in the elementary school classroom.

C. Personnel

1. No additional personnel will be needed for the Plastics Technology Workshop. Our present Department staff and industrial consultants from plastics industries will provide the needed personnel.
2. The Elementary School Technology Project will require eight (8) full-time, plus ten (10) consulting specialists, and six (6) graduate assistants. It is assumed that when the project is funded, sufficient funds will be made available to adequately staff the project.

D. Additional Equipment

1. New equipment for the plastics laboratory is constantly being purchased through our annual Department budget. No special equipment will be required, provided our annual Department budget continues to be increased.
2. No additional equipment will be required for the Elementary School Technology Project.



Mathematics Department - 1968

I. Enrollment - Fall Semester 1968

For the fall semester the total number of undergraduate semester hours in courses offered by the department was 5178. In addition we had 45 students who earned a total of 200 semester hours of credit during student teaching. We had a total of 494 undergraduate mathematics majors, of whom 116 were freshmen, 176 were sophomores, 111 were juniors and 91 were seniors.

There were 28 different undergraduate courses offered; 16 mathematics courses for majors, 4 courses concerned with mathematical education, 3 service courses for the science department and 5 general education courses. In terms of staff time allocated to these courses the percentages were 43%, 12%, 10% and 35%. Except for a few special courses designed for in service teachers, all courses listed in the undergraduate catalogue were offered in at least one of the semesters during the academic year.

In the evening division the total number of graduate semester hours were 526. In addition, there were 174 undergraduate semester hours. There were 13 different courses offered; 8 in pure or applied mathematics at the graduate level, 2 in mathematical education, 1 special service course for the graduate program in guidance and 2 undergraduate courses in general education.

II. Faculty - Fall Semester 1968

There are 22 staff members in the department; 3 professors, 3 associate professors, 10 assistant professors and 6 assistant professors II. Of the 6 who have a Ph.D. degree, Dr. Merfeld and Dr. Williams were awarded their degrees during this year. We were very fortunate in employing both Dr. Chai and Dr. Parzynski, both of whom have their Ph.D. in Applied Mathematics.

It should be pointed out that of the staff who do not hold the Doctor's degree, practically all are engaged in graduate study. Many are either working on their dissertation or completing their program of study. We expect a considerable number to earn their degree in the next few years and hope that in a very competitive market we will be able to retain their services.

With the exception of one mathematical education course offered off campus, all courses in both the undergraduate and graduate programs were taught by this staff.

III. Noteworthy activities during 1968

There has been little change in the mathematics program during the current year. During the spring we were involved in the evaluation carried on by the Pollak Committee, the results of which have now been published in the report "Science and Mathematics in the State Colleges of New Jersey". We have been pleased with the evaluation, and a program to carry out the suggestions given regarding the graduate curriculum is presented in Section IV of this report.



III. Noteworthy activities during 1968 (continued)

The report suggested that, "Several graduate analysis courses should become more nearly standard for undergraduate majors." As long as the great majority of our seniors spend ten weeks of a semester in practice teaching, the initiation of such additional courses is not feasible. However, we have initiated a program whereby seniors can take these courses by registering for the Mathematics Seminar 495 - 496.

The report stated, "The area of greatest concern in the mathematical sciences at Montclair is computing. The immediate provision of several consoles is a necessity, and the faculty must rapidly familiarize itself with the computer and its impact on the undergraduate curriculum." We had recognized this as our most critical problem, as indicated in the departmental report of a year ago. We have attempted to introduce a program in computers. By using a \$2,000.00 N.S.F. grant and matching state funds we purchased an Underwood-Olivetti electronic table top computer. In July we arranged for the rental of a console and for a shared-time computer service. We had also scheduled two hours of Dr. Chai's time to carry out an instructional program for the staff. Unfortunately the time-sharing contract has still not cleared the various offices in Trenton. Hopefully the program will be initiated this spring, but a semesters experience has been lost and cannot be regained.

A major improvement has been made in the placement of entering freshmen. In addition to those students who entered with Advanced Placement Examinations, we found a substantial number that had studied calculus in high school. We developed our own objective examination in the first semester of calculus, and gave it to these selected students. As a result, 8 of these students were placed in Calculus II with very satisfactory results. We will expand this program next year to include all science majors and, if possible, all entering freshmen who have taken advanced courses in high school.

The department has continued to participate in the National Science Foundation program. We received a grant of \$ 75,010.00 for a summer session institute in 1968, and a grant of \$10,800.00 for an in-service institute for the academic year 1968-69.

The staff of the department has been active in a number of programs. Mr. Clifford is a member of the C.U.P.M. Statistics Panel of the A.A.A.S. Committee on Teaching of Science and Mathematics, of the A.S.T.M. Committee on Statistical Methods and is Trustee of the International Chapter of A.S.Q.C. Dr. Sobel has published another book in mathematics, is a member of the Editorial Committee of N.C.T.M. and has given numerous talks to local, state and national meetings of this society. Dr. Maletsky has published several articles in mathematical education journals and given addresses to state and national meetings of the N.C.T.M. Other members of the department have been active in New Jersey educational and scientific affairs, including presenting papers at state meetings. And all of us have been actively involved in evaluations - N.C.A.T.E., Middle State, College High School and the Pollak Committee.



IV. Plans for the Future

The Pollak Report commended Montclair State for the graduate program in Mathematics, and recommended an expanded series of graduate offerings. We had initiated a M.A. in Pure and Applied Mathematics only a year ago, and were doubtful as to the speed with which we could progress. The increase in graduate matriculations is gratifying. At the moment we have 180 candidates matriculated for the M.A., of whom 55 were matriculated this year. And 50 of the 180 are matriculated for the degree in Pure and Applied Mathematics.

We are presently submitting a completely revised program for the M.A. in Pure and Applied Mathematics as well as for the M.A. in Mathematical Education. In redesigning this program we have paid careful attention to the recommendations of the Pollak Committee as well as to the C.U.P.M. recommendations. Most of the mathematics courses will be upgraded to full year courses. As part of this program we expect to develop special concentrations in Statistics, in Computer Science and in Applied Mathematics. As physical facilities and staff become available, we may well develop separate degree programs in each of these fields. As I indicated in the proposal, we believe that we are now in a position where we can offer a Doctoral program in Mathematical Education as soon as fundamental policy decisions have been made and as soon as physical facilities and staff are available.

We have been awarded a National Science Foundation grant of \$73,685.00 for a 1969 summer institute. We have also applied for a grant of \$15,200.00 for an in-service institute for 1969-70, and are optimistic since we have never had a proposal rejected by the Foundation. We are presently drafting plans for two additional proposals. One is for the training of teachers of mathematics for the junior colleges. This proposal cannot be submitted until the revised M.A. program has been approved. The second is for a U.S. Office of Education grant for a cooperative program with neighboring school systems (such as Paterson, Clifton, Montclair and the Oranges) highlighting the relationship between mathematics and computers and aimed at the student who is not college oriented. This proposal cannot be submitted until we have some assurance that Montclair will have at least minimal computer facilities which we could ask the Office of Education to supplement.

We have several members of the staff who have had considerable computer experience, and we expect that once computer facilities are available, that other members will develop their ability in this field. However, if we are to really achieve competence in the field we need to employ one staff member whose major interest is in the mathematical aspects of computer science. While such persons are scarce and command high salaries, I am convinced that there are those in the field who would be interested in such a position if the facilities were available. Assuming that facilities will be available, I recommend that we be allowed to employ an associate professor to head up this activity.

Until we get additional building facilities including a computation center, our possibilities for expansion are limited. However, I would strongly urge that as a temporary solution we be given a budget of at least \$20,000.00 for shared time computer usage. This would enable us to have three consoles in the department and at least get started in this important field.



Another area where we will not move ahead without competent staff is that of Statistics. We need to employ a staff member with a Ph.D., preferably in applied statistics, who not only can develop interest among our students, but is interested in the education of scientists and industrial technicians. I recommend that we be allowed to employ such a person, at either the professor or associate professor classification.

Finally, I should mention the problem of staff time. I anticipate that we shall have to develop a program in cooperation with public school systems to replace the preparation for teaching that our majors now get in College High School. I know that the development of a doctoral program in mathematical education cannot be done without a considerable amount of study, research and course development. Therefor I suggest that with the addition of the staff members recommended above, and by the reduction in the number of sections of certain courses and the concurrent increase in class size, that we allow some members of our staff time for the development work that is necessary for the projects listed.



MONTCLAIR STATE COLLEGE

Music Department

Annual Report for College Year 1968

I. Enrollment - Fall Semester 1968

The Department has enrolled 37 freshmen, 44 sophomores, 39 juniors, and 39 seniors, a total of 163 undergraduates. In addition to this, there are about 70 students pursuing graduate courses on part time basis in the field of music. We teach a total of 2232 undergraduate semester hours, and 216 student semester hours in graduate courses. In June 32 A.B. degrees and 10 M.A. degrees were granted with a major in Music Education.

II. Faculty - Fall Semester 1968

We have a full time faculty of 17, one of whom is on sabbatical leave: four full professors, 1 associate professor, 6 assistant professors, and 6 instructors. There are 7 part time instructors who teach applied music on instruments that are not covered by full time staff. These 7 part time instructors teach a total of 24 $\frac{2}{3}$ weighted semester hours. There are no courses taught by adjunct personnel.

III. Noteworthy activities during 1968

During the spring semester of 1968, the Music Curriculum Committee (Dr. Mario Oneglia, chairman) developed a new program for students who are preparing to teach music in the public schools. This program was approved by the M.S.C. Curriculum Committee and the Administration during the spring semester and became effective in the fall semester for all freshmen and sophomores. It meets the standards of the National Association of Schools of Music (the old program did not) and it is the belief of the faculty that it will better prepare music teachers for the public schools of New Jersey.

During October we were examined for membership in the National Association of Schools of Music at Temple University. On November 25, we were elected to membership in the NASM at the annual meeting held in Washington, D.C. A copy of our Self Study, (compiled by Mr. Louis Zerbe) that was a part of the application for membership and the report of the Examiners are attached to this report.



The Music Graduate Committee (Dr. Dorothy Morse, chairman) is revising the Masters Degree program in accordance with the recommendations of the National Association of Schools of Music.

During the year 1968, the Music Department produced 69 concerts and recitals. Among them, appearances by the M.S.C. Symphony Orchestra, Concert Band, Symphony Band, Concert Choir, and the College Chorus. A number of artists and organizations of international reputation were brought to the campus by the Music Organizations Commission, Prof. Louis Zerbe, chairman. A detailed list of the fall faculty series and the MOC concerts is attached to this report. These visiting artists and organizations come to the campus as a result of funds provided MOC by the Student Government Association. In addition to this, there were approximately 30 concerts during the year presented to nearly 600 students enrolled each semester in the Music 100 class. These concerts are partly supported by a grant from the College Development Fund of \$1000., by budget resources of \$2000. provided in the current budget, and a grant from the Music Performers Trust Fund of the Recording Industry, secured through the good offices of Local 16 of the American Federation of Musicians, Danny Hope, President. The last mentioned grant provided a concert by the Newark Symphony Orchestra.

As is well known, there is in America a great shortage of string players and string teachers. Montclair State College is helping to meet this urgent cultural need in several ways: 1) by stressing strings to all prospective school music teachers through a thorough program of string instruction; and 2) by offering string scholarships through the College Development Fund in the amount of \$1400. to outstanding performers on string instruments. This has helped to meet the urgent need in this area and has assisted immeasurably in the development of the College Symphony Orchestra.

IV. What unique or innovative programs or projects does your department contemplate in 1969?

The Music Department contemplates offering in the next academic year a program in Music Therapy in cooperation with the Psychology Department and Overbrook Hospital; a program in Church Music, and eventually, a degree in Performance, Theory, and Composition. This will require one new staff member at the Associate Professor level.



for the program in Music Therapy; and a new staff member for the Church Music program at the Associate Professor level. Additional library facilities should be provided in these two areas with, perhaps, an overall expenditure of \$1000. for the first year.

It is to be noted that, although our building is comparatively new there are some necessary alterations which should be made which will increase the storage areas in the building (now very deficient) and will allow us to operate more efficiently. A budget request of \$4000. has been made for this item. We are now serving 163 students in a building constructed to serve 135.

The Music Program, because of the great need in the State of New Jersey and because of the large number of students who desire to attend, should be expanded. In order to do this additional faculty and additional teaching stations will be required. The nature of these additional teaching stations has been recommended previously to the Administration.

The department looks forward with great anticipation to becoming a part of the projected new School of Fine and Performing Arts. We look upon this as a great opportunity to serve the cultural community of the State of New Jersey, and wish to state at this time our gratitude for the leadership of Dr. Samuel Pratt, Resident Planner for Academic Affairs.

Ward Moore

February 17 8:30 p.m.
*Pierre Fournier, cello

March 27 8:30 p.m.
M.S.C. Concert Band
William Shadel, conductor

April 14 8:30 p.m.
*National Symphony

April 16 8:30 p.m.
M.S.C. College Choir
Marden Bate, conductor

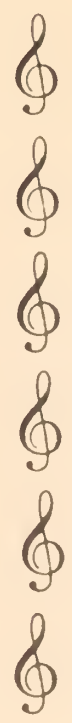
May 6, 7
Composers Symposium

May 14 8:30 p.m.
M.S.C. Symphony Band
Mario Oneglia, conductor

May 18 8:30 p.m.
M.S.C. Symphony Orchestra
Arthur Christmann, conductor

May 21 8:30 p.m.
M.S.C. Concert Choir
Dorothy Morse, conductor

*Admission charge at door.



FACULTY RECITALS
and
M.O.C. CONCERTS

Fall 1968



RENTAL RATE \$1.00
Music Department
Upper Room, Main Building

FACULTY RECITAL SERIES

Montclair State College

Sunday, September 15 4:00 p.m.

Brenda Miller Cooper, soprano
Recital Hall

Sunday, October 6 4:00 p.m.

William Shadel, clarinet
Recital Hall

Sunday, October 13 4:00 p.m.

Thomas Wilt, flute
Recital Hall

Sunday, October 20 4:00 p.m.

Russell Hayton, organist
Memorial Auditorium

Sunday, October 27 4:00 p.m.

Catherine Carver Burton, piano
Recital Hall

Sunday, November 3 4:00 p.m.

Language Department Recital
Recital Hall

Sunday, November 10 4:00 p.m.

Lawrence Todd, trombone
Recital Hall

Sunday, February 16 4:00 p.m.

Dorothy Priesing, piano
Recital Hall

Sunday, March 9 4:00 p.m.

Marden Bate, bass
Recital Hall

Sunday, March 16 4:00 p.m.

Murray Present, piano
Memorial Auditorium

* * * * *

M.O.C. CONCERTS

Memorial Auditorium

October 9 8:30 p.m.

*Philadelphia Chamber Orchestra

November 18 8:30 p.m.

*The Websters

November 24 8:30 p.m.

M.S.C. Symphony Orchestra
Ward Moore, conductor

December 18 12:00 noon
1:30 p.m.

Assembly - The Messiah

January 8 8:30 p.m.

M.S.C. Concert Band
William Shadel, conductor

*Admission charge at door.

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PANZER SCHOOL OF PHYSICAL EDUCATION AND HYGIENE
MONTCLAIR STATE COLLEGE

January 8, 1969

RECEIVED

JAN 9 1969

OFFICE OF THE PRESIDENT
MONTCLAIR STATE COLLEGE

DEPARTMENTAL REPORT - 1968 - 69

I. ENROLLMENT

Space limitations made it necessary to hold the quota of incoming freshmen to 30 men and 45 women. Previously the numbers had been 45 and 60 respectively. It is hoped that the number of students accepted may be revised upward to help meet the very critical need for women teachers and also, to a lesser extent, for men.

In the fall of 1968 undergraduates pursued 3,694.5 semester hours in courses offered in the department while graduates pursued 507 semester hours.

II. FACULTY

Professor		Assoc. Professor		Asst. Professor		Asst. Professor II		All Departmental Faculty			Doctors Degrees		
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	Total	FT	PT	Total
4	0	6	0	4	0	8	1	22	1	23	7	0	7

Five semester hours were taught by adjunct personnel in the fall of 1968.

III. NOTEWORTHY ACTIVITIES DURING 1968

A. Introduction of new major programs - none.

B. Special projects, programs or workshops.

Departmental committees were formed to fully involve faculty in the following areas:

1. Formulation of Department Philosophy
2. Curriculum Revision
3. Budget and Requisition Procedures
4. Professional Experiences
5. Large Sections
6. Master Schedule for Major Classes
7. Selection Procedure for New Students, Transfers, and Changes of Major.
8. Student Problems
9. College High School
10. Library

A health committee which had functioned previously was also re-activated under the leadership of a newly appointed coordinator of health.

The swimming pool and tennis courts saw their first full year of use and have proven to be a tremendous asset to campus for class and recreational use. Both facilities were made available to the citizens of the community during the summer of 1968. This program proved valuable in creating a good town-campus relationship.

The President of the college instituted a new emphasis on athletics by placing the Director of Athletics on full time, to work in athletics and public relations. The head football coach was granted a full time load on coaching in the fall and the head basketball coach was given an increased load so that these two teams might be strengthened to bring the college added publicity.

In the fall of 1968 a Drug Abuse Workshop was inaugurated to better equip teachers to teach effectively in this area.

C. Calendar of Events

January 4	- Senior Alumni Reception
February 25	- Open House - Panzer Gym Montclair, Cedar Grove, Verona
March 22 - 23	- Panzer Demonstration
May 21	- Panzer Honor Convocation
May 23	- Panzer Senior Banquet
June 7 - 17	- Panzer Camp
June 24 - Aug. 2	- Campus Day Camp
October 13	- Dedication Margaret C. Brown Room
December 5	- Senior-Alumni Reception
December 15	- Panzer Alumni Christmas Party

IV. NEW PROGRAMS CONTEMPLATED FOR 1969

There has been preliminary discussion about new programs in reference to future development of the college. Study groups are at work investigating possibilities for new programs in the health related fields and recreation.

Included in the possibilities are physical therapy, corrective therapy, sanitarian, and nursing. Preparing leaders for developing and directing recreation programs is becoming more urgent each year as the amount of leisure time increases. Presently there are no programs in New Jersey which prepare people in physical therapy, corrective therapy or recreation. These programs will require specialists, facilities and affiliations which do not now exist on campus.

Planning will also continue on the development of laboratory and research facilities which are urgent for the graduate and undergraduate programs.

1-8-69

RWT:hp

ANNUAL REPORT
OF
DEPARTMENT OF PSYCHOLOGY
MONTCLAIR STATE COLLEGE
FOR THE CALENDAR YEAR OF 1968
TO
PRESIDENT THOMAS H. RICHARDSON
AND THE BOARD OF TRUSTEES OF MONTCLAIR STATE COLLEGE
BY
PROFESSOR DANIEL BROWER
CHAIRMAN, PSYCHOLOGY DEPARTMENT
JANUARY 14, 1969

I. Physical Plant

The temporary quarters for our Department have been improved by refurbishing, redecorating, and reallocation of space so as to maximize its potentiality to the fullest for faculty office space (only seven professors lack fully private office space), clerical operations, the beginnings of research activity, the proper execution of our School Psychologist Training Program, and the commencements of our undergraduate major. Two rooms have been air-conditioned and numerous housekeeping details were carried out.

II. Enrollment

- A. Number of full-time undergraduate student semester hours pursued in our Department--4,698
- B. Number of undergraduate-evening-student semester hours in our Department--387
- C. Number of graduate student semester hours pursued in our courses--1,218
- D. Number of Graduate Fellows in federally sponsored School Psychology Program--7
- E. Number of Graduate Fellows in the special TRY Program, concentrating in Psychology--9
- F. Number of other matriculants for M.A. degree and/or our post-Master's School Psychologist Certification--52

III. Faculty--Total of 29

A. Full-time	Total of 21
Professors	5
Associate Professors	6
Assistant Professors	7
Instructors	1
Graduate Assistants	2
B. Part-time	Total of 8
Number of semester hours taught by adjuncts	32
C. Holding of Doctorate	
Full-time Professors	13
Part-time Adjuncts	3
Staff in final stages of completing doctorates	5
D. Holder of specialty post-doctoral certification in clinical psychology	1

- E. Staff doing consulting work at high professional level in community 24
- F. Staff involved in authorship and original research 8
- G. Professor on leave in Tanzania under Columbia University Program 1
- H. Staff attended conventions
 - Alerood - London and Amsterdam 4
 - Staff attended conventions in U.S.A. 10
 - Staff serving as Post-Graduate Instructor for American Group Psychotherapy Association 1
 - Staff serving as officers in professional organizations 4
- I. Special Departmental Functions
 - 1. Visitation from American Psychological Association, under N.S.F. Visiting Scientist Program Grant - eventuating in the granting of A.P.A. approval of our graduate program.
 - 2. Three one-day department institutes.
 - 3. Eight special luncheon meetings with illustrious guest lecturers and visitors.
 - 4. Meetings in Chairman's home with staff as well as Student Advisory Committee.
 - 5. Development of a fine Department reference collection in the Department offices.

IV. Noteworthy Activities during 1968

- A. Our new undergraduate major was approved and launched with 24 courses and a beginning group of 62 majors, with growing student participation in the discussion of curricula and methods of instruction.
- B. Grants have been awarded by the U.S. Government to us along the following lines:
 - 1. Literary development grant
 - 2. U.S. Office of Education Fellowship Program for Experienced Teachers to be trained as school psychologists from the September 1, 1967 - Two-year term.
 - 3. Faculty Development Grant from U.S.O.E. - provided the equivalent of another professor.
 - 4. National Science Foundation Laboratory Equipment and several others were approved in Washington but then the entire national appropriated item for 1968 was canceled.
 - 5. Special additional School Psychology training grant to train school psychologists for Inner City work. In all of these training grants the graduate student is paid a stipend, plus tuition and fees waiver, in order for him to be a full-time graduate student.

C. Special projects, programs and affiliations

1. Essex County Overbrook Hospital Affiliation Program:
 - a. College-aide and college-companion programs for our undergraduates
 - b. Graduate students' observing, testing, and learning therapeutic methods at the hospital
 - c. Lectures by the hospital staff at the College on art therapy, music therapy and forensic psychiatry.
2. Involvement for six of our professors in sex education through the Institute for Human Sexuality at the College.
3. International authorities have been brought to our campus by our Department, e.g.--
 - Dr. Bruno Bettelheim (two-day workshop with us on emotionally disturbed children)
 - Dr. Arnold P. Gold (Columbia University Medical Center authority on minimal brain damage in children)
 - Dr. Henry Davidson (legal criteria for insanity)
 - Dr. Max Pusin (basic neurology for psychologists)
4. Essex County clinic for the Retarded - active affiliation through their chief psychologist who is also an adjunct in our Department.
5. Montclair Guidance Center
6. Fairlawn Mental Health Center
7. Mountainside Hospital
 - a. Department of Pediatrics--pending
 - b. School of Nursing

In confluence with the recent affiliation of Mountainside Hospital, School of Nursing with MSC, General Psychology is being taught to 50 freshmen, 75 minutes each, classes held at the School of Nursing, the adjunct being supplied by our Department.

The text and curriculum of the course conform with expected standards set by the MSC Department of Psychology, a policy which has met with the full cooperation of the Nursing School administration.

8. Bell Laboratories - to conduct research in the field of communication and learning at MSC. Graduate students are being paid by Bell Laboratories to conduct this research under joint supervision of our staff and theirs.
9. North Jersey Training School at Totowa
10. Student Advisory Committee has been established among the majors of the Department.

D. Psychological Counseling Program - for our college students. Part of the resource of our Department, both in terms of personnel and space, is allocated to this very crucial and necessary function, serving the needs of all emotionally disturbed full-time undergraduates in the College who come to avail themselves of psychotherapy. Three professors, a special secretary, and a part-time psychiatrist constitute the present team. They provide psychodiagnostic services, individual and group psychotherapy, and have saved a number of lives and many more careers and would-be delinquents, psychotics, drop-outs, etc. This team keeps our campus a healthier and happier place for us all. This team does not watch the clock-dials on the wall but rather the ideals of desperation in the eyes of distressed youth. They also serve as consultants to College High School. In some cases, referral can be made to outside.

private therapists or agencies, but no student in need is turned away or kept on a waiting list unless the problem is less than pressing. The staff is often called for emergencies at night and on weekends or holidays, especially by the Dean of Students, under whom the program operates, or by a dormitory director. Members of the staff deliver lectures on the mental health of the college student to various groups, departments and dormitory directors on campus. Since July, 1968, the Coordinator of Psychological Services is also deeply involved in the most arduous task of regular counseling with the TRY students, along with a much heavier case-load than in 1967, which is related to the tensions in society at large, as well as the burden of managing our entire Overbrook Hospital affiliation. It is imperative that an additional appropriation be developed to provide for more professional personnel for this program if it is to be maintained at its high level of quality and dedication.

V. New Programs Pending

- A. Affiliation with New York Medical College - Flower - Fifth Avenue Hospitals.
- B. Affiliation with Pediatrics Department of Mountainside Hospital towards setting up a Psychological Clinic on our campus.
- C. Doctoral program in School Psychology.
- D. M.A. program in basic, general psychology. In addition to our M.A. in Educational Psychology.
- E. Extension of our training services for Newark's Inner City.
- F. Implementation of black guest lecturers into our regularly established courses, avoiding any "separatism" in the process.
- G. Expansion of opportunities for disadvantaged students in our TRY program to participate in teaching, research and special projects along with their regular studies and counseling.
- H. Rapid developments of participation by undergraduate majors and graduate students in our curricular planning and modification of teaching methods.
- I. Enhancement and expansion of all current programs such as courses for School of Nursing of Mountainside Hospital, Bell Laboratories Research, North Jersey Training School, and West Essex Consortium of Public Schools for our internes.
- J. Development of Independent Study, Individual Research, Honors courses, and the beginning of an Honors approach to students' honesty and integrity and other student-centered programs, partly occasioned by regular meetings between the students and the Chairman.
- K. Expansion of Graduate Fellows Program from seven to upwards of thirty or more participants.
- L. Re-evaluation of our procedures for final examinations and faculty advisement for students.

- M. Instituting many new courses on both graduate and undergraduate levels.
- N. Beginning of a program to train and certify students to teach psychology in the public schools.

O. Grant Applications Pending:

1. Social Science Research Council	\$ 8,000
2. U.S.O.E. Minigrants	10,000
3. N.I.M.H. Minigrants	24,000
4. N.S.F. Laboratory Equipment Grant	17,500
5. N.S.F. Department Development Grant (3 years)	339,000
6. U.S.O.E. Bureau of Handicapped (3 years)	197,000
7. American Heart Association	54,000
8. National Heart Institute	75,000

Proposals are being developed for Joseph P. Kennedy, Jr. Foundation (retarded children), U.S.P.H.S. Division of Nursing Education and a variety of other agencies, both private and public. The list above, comprising a total of \$725,000, is, of course, above and beyond grants in being and in hand, notably the School Psychologist Program, and the regular state budget.

P. Requests for Next Year

1. Psychology Building, including space for a Psychological Clinic (likely to be profit-producing, or at least self-supporting) as well as sorely needed laboratories, research space and our College Psychological Counseling Program.
2. Minimum of four additional professors and/or instructors with at least one being a black psychologist.
3. Greater latitude in travel funds and travel abroad for conventions.
4. Larger state appropriation for laboratory development as well as another secretary for the Department.
5. Minimum of one full-time clinical psychologist, plus additional psychiatrist's time and special clinical adjuncts to relieve counseling staff, on a part-time basis, in periods of greatest pressure and crises, e.g. during final exams.
6. Extension of our counseling services, at least on an emergency basis, to students in graduate, undergraduate evening and summer divisions since there is no current coverage here at all.
7. Special funds for Chairman to do such things as flying out to interview a professor applicant in a far-away region or paying the flight costs for a psychologist from a distant land to visit with our staff and students for a few weeks.
8. Opening the present freeze and deadlock which hampers our expansion into offering courses off campus, more offerings in the summer.
9. Special departmental letterheads, paid by our own funds, but requiring approval and authorization.
10. Consideration of the following faculty needs:
 - a. Substituting an improved faculty salary scale for the merit increments.
 - b. Appointment of a Dean of the Faculty for purely matters of faculty concern.

- c. Appointment of additional professors to keep down class size and also to permit expansion along the lines of graduate work and to accommodate the real pressure and demand is the community for more of our courses and services.

Mankind has just turned another corner, around the other side of our moon, and thus a new era is again upon twentieth century man, and upon Americans, upon intellectuals, educators, psychologists.

How mundane and egocentric do our departmental requests thus appear! But a greater era for our society, using its resource for world peace and for enhanced opportunities for all of our citizens, required planning, vigilant adherence to our educational ideals, and much pragmatism sprinkled with dreams.

This Department, in its 17th month of its life, is striving to fulfill its mission for our community and for Montclair State College.

Respectfully submitted, on behalf of the entire Department.

Daniel Brower, Ph.D.
Chairman, Psychology Department

January 14, 1969

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Science Department
MONTCLAIR STATE COLLEGE
Upper Montclair, N. J.

REPORT FOR THE BOARD OF TRUSTEES

CALENDAR YEAR 1968

I. Enrollment

A. Undergraduate Student semester hours in the department:

	<u>Day Div.</u>	<u>Evening Div.</u>	<u>Total</u>
Spring Semester 1968	7436		
Fall Semester 1968	7746	134	7880

B. Graduate Student semester hours in the department:

Fall Semester 1968	507
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II. Faculty

A. Full-time faculty in each academic rank:

	<u>Prof.</u>	<u>Assoc. Prof.</u>	<u>Ass't. Prof.</u>	<u>Ass't. Prof. II</u>	<u>Total</u>
Spring Semester	4	9	10	4	27
Fall Semester	5	8	11	6	30

B. Part-time faculty in each academic rank:

Spring Semester	0	0	0	5	5
Fall Semester	0	0	0	0	0

C. Semester hours taught by adjunct personnel:

Spring Semester	6
Fall Semester	6

III. Noteworthy Activities During 1968

A. Introduction of new major programs

1. The Arts and Sciences programs in the earth sciences and in physics accepted the first group of freshmen this fall.
2. The Teacher Education students in all four disciplines were enrolled in the Arts and Sciences programs in the field for the first time this fall. The programs for adapting the Arts and Sciences programs to certification requirements were developed during the year.

B. Special projects, programs or workshops conducted

1. Committee on Science and Mathematics

The Visiting Committee on Science and Mathematics,

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headed by H. O. Pollak, visited the department in the early part of the year, and made recommendations regarding curriculum, equipment, faculty and library.

2. Workshop for High School Teachers

The department, with financial support from the Department of Education, presented a workshop during the Christmas vacation, for high school science teachers. The theme was "Nuclear Radiation" and its relation to the fields of biology, chemistry and physics. Thirty teachers were invited to the workshop.

3. American Chemical Society

- a. The Passaic Valley Sub-Section of the ACS continues to meet monthly on the campus.
- b. There has been established a Student Affiliate Chapter of the ACS, organized on the campus. Dr. William Craven, Director of the Clifton Laboratories of the Allied Chemical Co., is the industrial advisor of the group.
- c. The American Chemical Society, North Jersey Section fall lecture series on "Photochemistry" was held on the campus.

4. North Jersey Mineralogical Society

This group meets monthly in the science building. The society maintains a library on the campus.

5. Cyanamid Seminars for Educators

Through the joint efforts of the department and Dr. Harvey Russell, of Cyanamid, a series of late afternoon seminars are presented here and at Paterson State College. These seminars bring together Cyanamid scientists, college students and faculty, as well as students and faculty from surrounding educational institutions.

6. Mobile Radioisotope Laboratory

The Atomic Energy Commission mobile radioisotope laboratory spent two weeks on the campus last spring. This provided the department with a series of daily lectures and laboratory experiences with radioisotopes for both students and faculty.

7. Visiting Scientists Program

The American Geological Institute sponsored the visiting scientist, Dr. Wolfgang Elston, of the University

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of New Mexico, at Albuquerque. He addressed classes and members of the faculty concerning astrophysics.

8. New Jersey Science Teachers Association

- a. Winter workshop on the "Time-Space and Matter" curriculum was held on the campus in January.
- b. Fall workshop on "Safety in the Chemistry Laboratory" and "TOPS" projection series, jointly sponsored by the ACS North Jersey Section and the Association.

9. Theobald Smith Society

An all-day microbiology workshop for high school teachers, was held on campus in March.

10. Engineering Concepts Curriculum Project

The ECCP course was continued as a general education offering in A.Y. 1968-69 after successful completion of the pilot course in A.Y. 1967-68. Other experimental programs for this project were in operation at Manhattan, Cornell and Brown Universities.

11. Geology Field Program

The geology field program was expanded during this past year. Thirteen trips were taken to various geological areas in the state during the past semester.

12. Cooperative Research

A program to provide research experience for secondary school chemistry teachers was started in 1968. The pilot program was sponsored by the G. Mennen Co. and S. B. Penick. Two teachers were involved in research projects at the companies with aid at the college in the library phase of the problems.

13. Gifts

a. Fisher Scientific

The college received from the company two units for moisture determination and a gas chromatograph

b. Abex Brake Shoe Co.

The company donated a metallograph to the college.

c. Book Collection

Through the efforts of Mrs. Army, Mr. J. d'Arcy

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Lorthwood has agreed to bequeath to the Sprague Library a thousand-volume Natural Science book collection reputed to be one of the best private nature collections in the country.

C. Federal Grants or Programs

1. National Science Foundation

NSF In-Service Institute in Modern Biology for secondary school biology teachers. This is a Saturday program for the entire academic year.

2. NDEA - Title VI

The department received a grant under this program for equipment for the Ecology-Oceanography program of the biology division. The federal matching grant was \$6,000.

IV. Unique or Innovative Programs or Projects for 1969

A. New Programs

1. Departmental Reorganization

During 1969 the Science Department will cease to exist and will be replaced by:

Department of Biology
Department of Chemistry
Department of Physics and Earth Science

Each of the new departments will develop programs in the individual disciplines; therefore, any recommendations made here will be of a general nature.

The departments also look forward to the appointment possibly of a Dean of the School of Science and Mathematics to give leadership to the entire area.

2. Building Plans

The department, with the cooperation of the department of mathematics, is making plans for the new science-mathematics building to be added to the Finley-Mallory complex.

3. Attracting Science Student Candidates

The number of candidates for the freshman class in the sciences has decreased. The department is attempting to reverse the trend by the production of illustrative brochures, meetings with guidance counselors, and

personal contacts in high schools by members of the departmental faculty.

4. The biology faculty is considering several types of new programs. These include:
 - a. A program for the education of B.S. level biotechnicians;
 - b. A possible major in microbiology and specification of course sequences for suggested pre-medical and pre-dental programs will be prepared.
5. The chemistry faculty is moving toward American Chemical Society Accreditation. The chairman of the ACS Committee on Professional Training has been on the campus to advise us. We are making curricular changes based upon his recommendations.
6. The department has made specific recommendations for strengthening each discipline. These are outlined in detail in the program portion of the 1970 College Budget Request.

B. Special Projects and New Federal Programs

1. N.S.F.

The department is applying for an NSF matching funds undergraduate equipment grant in the earth sciences-geology area.

2. N.D.E.A. Title VI

The department has applied for a matching funds grant of approximately \$7,500 for equipment in the microbiology-cellular biology area. Many of the items are items suggested for purchase by the Pollak Committee.

3. Education Professions Development Act

A program for training for Biotechnical Teachers as an in-service institute is being planned. This would be funded under a grant under part E of the Education Professions Development Act (P.L. 90-35)

4. Cooperative Research

The Cooperative Research program with industry began in 1968 (See III-B-12), and will be expanded in 1969 to include programs with fifteen different companies in the North Jersey area.

C. Additional Personnel

1. Departmental Reorganization

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The additional personnel needed for departmental reorganization are described completely in the program titled "Reorganization of Science Department" in the 1970 Budget Request.

2. Federal Programs

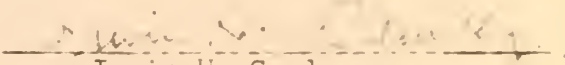
The federal programs are not that far along in development to delineate the needed personnel. The latter will be specified in the proposals and supported by federal funds.

D. Additional Equipment

Additional equipment needed for these programs has been cited in several places:

1. The 1970 Fiscal Year College Budget Request
2. The Special Program Budget Request (See IV-C-1)
3. Equipment requests to NSF and NDEA.

Additional federal programs will have equipment requests incorporated therein.


Irwin H. Gawley
Chairman
Department of Science

DATED: January 10, 1969

TO: Board of Trustee,
Montclair State College

FROM: Dr. Philip S. Cohen, Chairman
Department of Social Sciences

SUBJECT: Annual Report - 1968

January 1969

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.. As with most other departments at Montclair State College, 1968 represented a transitional year and, therefore, an exceptionally full one for the Department of Social Sciences. On the one hand, we continued to service our old programs and on the other, to prepare for new ones.

Briefly, the programs which were operative in 1968 consisted of:

1. Social Sciences Teacher Education
2. Liberal Arts in American and European history
3. General Education

New programs to be implemented in 1969 and already approved by the Curriculum Committee are:

1. Economics
2. Political Science
3. Transcultural Studies (an Interdisciplinary Program in Cultural Anthropology, Geography and History)

Pending approval at this writing are programs in Sociology, a revision of the History curriculum, and a revision of the General Education offerings.

The General Education provision requires twelve hours of course work in the Social Sciences of all students. These courses in history, economics, anthropology, sociology, geography and political science are given in addition to our regular offerings. During the fall semester of 1968, students were enrolled in a total of 10,557 hours of social science courses. In addition, 30 seniors took 240 hours of student teaching. Enrollment in the evening division equalled 561 hours of undergraduate and 1,336 hours of graduate work.

These courses were mostly taught by a faculty of 33. Four members had assignments which included non-teaching duties of an administrative or planning nature. These were the Department Chairman, the Director of the Bureau of Field Studies, the Director of the Center for Economic Education, and the Resident Planner. One member is on sabbatical leave for 1968-69. One member is attached to the Department of Social Sciences until a major in Philosophy and Religion is established.

Sixteen members of the Social Sciences faculty have doctor's degrees. The break-down by rank of the entire faculty is as follows:

..Full professors	9
..Associate professors	7
..Assistant professors	12
..Assistant professors II	5

Adjunct personnel taught in the evening for a total of twenty-nine hours - 18 undergraduate and 11 graduate.

During 1968, a major concern of the Department of Social Sciences was the administrative and academic division of the department into separate disciplines. It was decided that this could best be accomplished over a period of two years, with departments of history, economics, political science and sociology to be established in 1969; anthropology and geography departments will be created in 1970.

The changes in the structure of the department are reflected in the new programs which have already been mentioned. Although a simple listing of the programs does not indicate much more than an entry into the traditional liberal arts subjects, the programs are noteworthy for their content and their flexibility in terms of lending themselves to interdisciplinary studies. Two areas in particular have received special attention in this respect, namely African and other non-Western civilizations, and Urban Studies. Each of the curricula contain a number of relevant courses, and with the addition of some other courses, can be developed into a systematic program. Such development is, indeed, being carried out and will probably be presented for implementation in 1970. The Transcultural Studies program is an example of what has already been done along these lines.

In general, we are introducing programs which we feel are consonant with the interests of all our students and the needs of society. By revising our existing program we are aiming for greater freedom in major and elective choices.

No federal grants, special departmental projects or workshops were conducted in 1968 other than those sponsored by the Center for Economic Education. Individual research pursued by the faculty would be too numerous to list here.

For 1969 our department has submitted requests for federal assistance to study age discrimination in new manufacturing firms in New Jersey, the word "new" being defined as being new to a labor market area though it may be a branch of an existing firm. The fledgling Economics Department has also applied for participation in an internship program at the state and federal level. Students would be assigned for paid employment to various governmental offices and agencies such as the Model Cities program. A federal grant has been requested for a study of urban settlement patterns in the Philippines and Malaysia. Finally, we are asking for federal funds under Title VII, Section 707 of the Social Security Act for the development of an undergraduate program in Social Work.

Delay in the introduction of some of the programs described above has been, in great measure, due to the lack of personnel in specialized areas. We are interested in obtaining an Africanist, historians with a specialty in American studies and Urban history, a geographer, economist, sociologist and anthropologist.

Almost as essential as new faculty is the need for new equipment and facilities such as seminar rooms, map materials, and calculators for statistics as well as room to house the equipment.

This, in sum, represents the activities of the Department of Social Sciences for 1968 and sets the goals for 1969.

Philip S. Cohen, Chairman

Speech Department Report - Calendar Year 1968

There were a total of 3,767 student semester hours on the undergraduate level and 324 student semester hours on the graduate level in Speech Department major courses during this year. These were taught by a total of twenty professors, eighteen of whom were full time faculty. The full time teachers held the following ranks: Professor - four, Associate Professor - four, Assistant Professor - three, Instructor - seven. One of the part time teachers was an Assistant Professor, and the other an Instructor. The department had no adjunct personnel. There were three teachers from the East Orange public schools and one from the Newark Museum who shared a team teaching effort in one course; two were paid by the college at the rate of one semester hour each and two were paid by Classroom Renaissance at a similar rate.

There were several major activities and changes in the department during this year. A significant one was the beginning of separate teacher education majors in the fields of speech pathology and speech arts. The freshman class was required to choose between these two; the sophomore class was given the option to do so. The speech and theater liberal arts program is, of course, continuing. This separation was determined after several years of discussion and planning. Students in both teacher programs share a core of courses, then follow a curriculum which is more specialized than in the previous dual major.

Several significant activities that involved cooperation with public schools of New Jersey also occurred in 1968. In April, fifteen of our staff participated in a half-day program for the full faculty and administrative staff of the Cranford Public Schools, to spell out for them what an optimum speech program throughout all grade levels might be. This program was initiated by Cranford and came as a result of several months of planning.

Another Montclair community activity was the creation, in September, 1968, of a section of a new course in advanced creative dramatics. The fourteen students enrolled in this course spent half their time in a workshop on campus and the other two hours per week in on-the-job training activities in the City of East Orange, working with a team of teachers who shared the course with a Montclair staff member. The purpose of this course was to prepare these young people to become creative arts resource persons. Their duties will be to assist any classroom teacher with art, music, dance or theater activities which will be designed to draw out the young student and to challenge his creative potential. This course, as mentioned above, was jointly sponsored by Montclair and Classroom Renaissance, a statewide, federally-funded organization which is dedicated to the enrichment of teaching in New Jersey. This experimental course will come to fruition when six students do their student teaching in this area in 1969 and thus test their ability to perform on their own. The East Orange Public Schools are particularly desirous of hiring such personnel; these students will student teach under supervision in that school system.

A signal honor came to the college in 1968 when Players Fall production of She Stoops to Conquer was selected, after preliminary eliminations, to be considered for performances in Washington, D.C. in the Spring of 1969. 192 colleges from all over the country applied for participation in this Festival; 37 were selected as semi finalists, from which ten will be chosen in February to perform at the Festival. Miss Peggy Wood, the highly respected actress and co-chairman of the Festival, visited our production. She was highly complimentary and thus was instrumental in Players' selection as semi finalists. If Montclair is among the final ten, cast, crews, scenery, costumes and props will be transported to Washington by American Airlines and college students from all over the country will have an opportunity to see three performances.

The Ninth Annual Summer Theater Workshop was successful particularly because, for the first time in five years, it had to be self supporting. Two previous Ford Foundation grants had been made to expand the workshop. These funds were used up in 1967. The high school participants in the workshop have their own classes separate from the college students, but the two groups work together in crews and performances. The tuition from both groups of students is necessary to operate the workshop on a scale which is minimally productive for everyone.

On five different occasions students performed for community and high school audiences as readers, speakers, or actors. The production of She Stoops to Conquer toured to a North Jersey High School.

On October 16, 1968, fifteen seniors, under the direction of a faculty member, assisted the school nurse in Caldwell Junior High School in an audiometric screening of approximately 800 children.

The department continued its bi-annual Newsletter of alumni, student and staff activities. This was mailed to over 600 interested persons. The highlight of the year, in this respect, was the Second Quadrennial Speech Family Reunion which was held on the afternoon and evening of March 29. 238 persons attended, including: Dr. & Mrs. Harry Sprague, Dr. & Mrs. Thomas Richardson, Dr. & Mrs. Clyde Huber, Dr. & Mrs. Allan Morehead, Dr. & Mrs. W. Lincoln Hawkins. Others in attendance were 29 past and present faculty, 110 alumni and 79 undergraduates. The Reunion program included professional and social activities.

A fourth Federal Grant of approximately \$20,000 was awarded to the department for training teachers of speech and hearing handicapped. Five trainees were recipients in 1968. In-service courses were offered for kindergarten teachers; audiometric services were offered to New Jersey communities, inter-departmental activities were shared with the Psychology Department.

A significant development in 1969, will be a separation of the department into two separate schools when speech and theater work becomes a department of the School of Fine and Performing Arts and the speech pathology and audiology area becomes a part of the School of Arts and Sciences. We will, of course, continue to occupy the same quarters and work jointly in several activities, but there will be an administrative and academic separation.

The Speech and Theater Department hopes to expand its production schedule to a fourth major production per year and will also expand its cooperative arrangements with the Music and Art Departments in connection with the productions. There also will be proposed an expanded graduate program in theater to meet a present need in this field; for instance, there is no college or university in the entire metropolitan area which offers a Masters degree in technical theater. Montclair is uniquely equipped plant-wise and by a slight expansion staffwise to offer such a program.

Continued pressure will be exerted upon college authorities to include the extension of the speech building as the college continues to grow. The current building was cut back in its early design stages but constructed for easy extension. There is space for the addition of the equivalent of eight class rooms and/or very much needed clinic and office space at comparatively little cost and with no dislodgement or interference with other activities.

It is presumed that the work of the Speech and Theater Department will involve activity with the expanding television project at Montclair. To do so, it is hoped that a complete closed circuit video system will be installed in the speech building for experimentation and training, as well as for enrichment of the teaching in speech classes.

Constant attention is being paid to preventive and corrective maintenance of both our theaters, but several major items will need attention in 1969. One will be a replacement of the stage drapes in Memorial Auditorium; they are now twelve years old and show the result of heavy use. Several sections of catwalks and a metal stairs were eliminated from the Studio Theater for economy measures and should now be installed. It seems absolutely essential for efficient operation that the air conditioning system in the speech wing be completed as early as possible; there were times in the summer of 1968 when the heat was almost unbearable and definitely unhealthful.

Constant curriculum study and revision will focus upon the resolving of the dilemma regarding a speech requirement for all the teacher candidates of Montclair, as well as for liberal arts students. This situation is currently in a state of flux and needs examination.

There will be a continuation of the summer session of the Speech and Hearing Center as in 1968 and previous years, and the department will again sponsor a Summer Day Camp for Children with Learning Disabilities.

A proposal has already been submitted for a federal grant to continue and expand the traineeships for the fifth year. This grant has some provision for increased personnel. Additional personnel will be needed in the department to serve the administrative needs of two separate departments, to provide for the additional annual play production and to staff the expanded graduate program.

MONTCLAIR STATE COLLEGE
Upper Montclair, N.J.

AUDIO-VISUAL CENTER

Annual Report to the Board of Trustees

Calendar 1968

The Audio-Visual Center provides audio-visual materials, equipment, and services for use by faculty and students for classroom instruction and presentation. The staff of the Center is available for special consultation on audio-visual problems, for demonstrations of audio-visual materials and methods and for special teaching and training in the area of audio-visual education. Student assistants are provided whenever the use of equipment is requested but are also available for other services. There are currently fifty-six (56) students in the Center's work program.

The Center also helps develop and produce instructional materials such as transparencies, still photographs, motion pictures, photo-copy materials, slides, aerial photographs, graphic materials, video tapes, etc.

The Center also services the co-curricular and extra-curricular programs of the College.

During the calendar year, 1968, the Center has undertaken several new projects. The use of the video tape recorder in many areas of the College curriculum has been expanded. In addition to its obvious use in certain areas such as physical education, professional education, and speech, micro-teaching lessons have been recorded of all senior French majors. The Center also cooperated with the Department of Education in video taping all the undergraduates involved in the Scotch Plains experiment.

Video tapes of students in both the undergraduate and graduate courses in reading education were video taped for evaluation purposes.

The Center supervised the installation of a complete new language laboratory designed by the Center and budgeted by the Foreign Language Department.

The Center also provided all the audio-visual materials and methods integrated into large group instruction in the course in Anthropology.

Personnel from the Center also supervised the student-organized and student-operated campus radio station.

Individual listening carrels and other listening areas have been established in Sprague Library for use in connection with foreign language and music listening activities.

One member of the Center's staff served on the Governor's Commission on Public Broadcasting during the Spring semester and Fall of 1968.

The staff of the Center acted as consultant on planning audio-visual facilities and recommending technical specifications of an audio-visual nature for various departments such as music, physical education, fine arts, Adult Basic Education, business education, etc.

AUDIO-VISUAL CENTER: Annual Report to the Board of Trustees, Calendar, 1968

The Center received a Federal Grant of \$10,800 (supplemented by College funds for a total of approximately \$26,000) during Calendar 1968. This grant will re-activate a television studio which has been closed since 1956. Re-activation will take place during Calendar 1969.

The projects outlined above were undertaken by the Center as added activities, without benefit of additional staff, facilities, or funds. Video taping, especially, was done under completely adverse conditions, since no television studio was available, suitable classrooms did not really exist (nor do they yet), equipment is minimal, and staff added this activity to its already heavy work load. Nonetheless, the Center looks forward to developing some new ideas and projects in the 1969 calendar year - provided additional secretarial, professional, and technical staff is provided.

In 1969 the Center plans to reestablish its television studio and television workshop courses. The original plans for re-activating the studio, based on the 1968 federal grant, will be expanded in terms of an additional federal grant which has been applied for. Re-activation of the television studio will mean the developing of a multitude of closed-circuit television activities, involving, hopefully, every department on campus.

If budgetary funds are available, the Center contemplates wiring the entire campus for use of television (for both closed circuit and broadcast reception).

Another priority project which the Center hopes to get underway is the establishment of an audio dial access system which would be campus wide. This would involve the installation of listening carrels all over campus as well as the cabling involved and facilities to accommodate transmittal and reception of the audio signals. Hopefully, in the not too distant future the College's dial access system would include video reception as well as audio reception.

One of the Center's classrooms is to be converted into an audio-visual laboratory for practice with audio-visual equipment and materials by both undergraduate and graduate students.

Micro-teaching video recording in foreign languages is to be extended, as is off-campus student teaching experiences (both Scotch Plains and other similar experiments).

The Center will cooperate with the English Department in its Prospective Teacher Fellowship Program in developing audio-visual materials (including video tapes) for the program.

A special project to develop video tapes of demonstration lessons in the teaching of foreign languages will be underway during the summer of 1969. This project will involve the Audio-Visual Center and the Foreign Language Department.

AUDIO-VISUAL CENTER: Annual Report to the Board of Trustees, Calendar, 1968

A program for maintenance of the College's extensive audio-visual pool of equipment is planned - based on the provision of additional budgetary funds and personnel.

The Center will again be working with special conferences and workshops (such as the New Jersey Education Association Leadership Conference and the like) to provide them with audio-visual services.

Departmental status has been requested by the Audio-Visual Center so that it may expand its program and offerings to meet more effectively the demands and needs of liberal arts curricula.

Since commercial materials do not adequately meet the needs of the faculty for effective instructional materials, the Center intends to expand its production of such materials in 1969. This would certainly include the expansion of the use of the video tape recorder to produce materials directly related to the classroom instruction and experiences of the College's professors and students.

New ideas in the use of contemporary communications materials and technology need to be developed and additional film, photographic, and slide materials will be developed for the College administration and public information division.

At the present time the staff of the Center consists of a Coordinator, who is an Associate Professor, an Associate Coordinator, who is also an Associate Professor, and an Assistant Coordinator, who is an Assistant Professor. Two adjunct professors assist in the teaching of courses in audio-visual education. A part-time assistant professor supervises the work of the Center in the evenings.

For information relative to courses taught by staff members of the Center, and number of students involved, see Report of the Department of Education.

ANNUAL REPORT FOR SCHOOL YEAR 1967-68

Montclair State College
Department of College High School
Report to the President
Academic Year
1967 - 1968

I. Introduction

The 1967-68 school year was another year during which College High School came under close and thorough scrutiny. Our high school was visited by two secondary school accrediting agencies, the New Jersey State Department of Education (Secondary Division) and the Middle States Association of Colleges and Secondary Schools. During the previous school year and the first part of this school year, our high school faculty prepared an in-depth self-study of the school which the visiting agencies evaluated and subsequently prepared their own evaluations and recommendations for academic accreditation. Dr. William Warner, Director of the Secondary Education Division of the New Jersey Department of Education, and Dr. William Twitchell, Essex County Superintendent of Schools visited our school on October 5, 1967 on behalf of the New Jersey State Department of Education. Representatives of the Middle States Association visited our school on March 19, 20, and 21, 1968. The state evaluation resulted in a five-year period of accreditation by the New Jersey State Board of Education expiring on June 30, 1973. The Middle States evaluation resulted in a three-year period of accreditation expiring on December 31, 1971.

II. Faculty Statistics - Fall Semester 1968

Total number of faculty - 53 (Full-time equivalency - 13)

Professors - 6 Assistant Professors - 17

Associate Professors - 10 Instructors (Ass't. II) - 17

Graduate Assistants - 3

III. Special Features and Accomplishments

A school calendar of 180 days was maintained, and the admissions policy established three years previously was continued.

Four regular faculty meetings in addition to many committee meetings in connection with the total accreditation study were held. The high school faculty felt a communality of purpose for perhaps the first time in the many years during which the college has been expanding in numbers and programs.

The College High School Advisory Council also met.

The physical environment of the high school was improved through the installation of a new gym floor, replacement of the auditorium curtain, and the replacement of student and teacher furniture in five classrooms. The P. T. A. subsidized the purchase and installation of wall mats to improve safety conditions in the gym, new floor mats with cart for gymnastics use, and the installation of new display cases in the lower hall.

Because of the intensive preparation for the visits of the two accrediting agencies previously mentioned, the faculty was involved for much of the 1967-68 school year in compiling statistics, up-dating courses of study, and writing the story of College High School for these formal presentations. In addition each department functioned rather generally along the lines of their organization and activities reported last year.

The College High School Guidance Program, so much a part of our school, continued, also, to function very much along the lines of the organization and activities reported last year. One important change, however, which enabled the Director of Guidance to devote more time to professional activities and reports needed for the Middle States Evaluating Committee, was the transfer of the bookkeeping records to the Faculty-Student Cooperative. Until this transfer was consummated, Mrs. Gaeng kept all accounting records for student activities which was very time consuming and inappropriate for the Director of Guidance to handle. As this was an activity for which Middle States could rightfully criticize us, we were very pleased that we were able to transfer this responsibility to the central accounting agency.

Among the most important guidance activities conducted this year were the following:

1. Individual conferences with parents of all seventh grade students and newcomers to upper grade levels.
2. A group meeting with the parents of the tenth grade pupils to acquaint them with the area of pre-college guidance and the problems of college admissions.
3. Individual conferences with all eleventh grade parents for the purpose of reviewing students' records and helping them select colleges for possible application.
4. Conferences with any parents when educational and social needs of the students warranted them.
5. A follow-up study of the classes of 1963-66. This report proved very interesting to the College High School faculty as well as the Middle States Evaluating Committee because it contained such results as:
 - a. Seventy-seven per cent of the possible one hundred ten students answered the questionnaire.

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- b. Fifty-eight per cent of these students thought they were better prepared for college than other students in their respective colleges.
 - c. Ninety-four per cent reported that they had received adequate guidance services at College High School.
 - d. Eighty-eight per cent reported that they had received enough help in planning for college.
 - e. Eighty-two per cent reported that they were satisfied with the college they were attending and did not wish that they had gone elsewhere.

All members of College High School's Graduating Class of 1968 who wanted to apply to college did so. One member did not desire to go directly on to college, but all of the other twenty-three were accepted by one or more of the colleges to which they had applied and sixteen of the twenty-three students are now attending colleges of their first choice.

The Director of Guidance conferred by telephone or through personal visits to College High School with representatives from twenty-seven colleges. Some colleges have become very well acquainted with our school and no longer send representatives to us on a regular basis; however, the following colleges sent representatives to visit College High School for the first time this year or for the first time in five years or longer:

Hamline College in Minnesota
Lafayette College in Pennsylvania
Lynchburg College in Virginia
Newbury School of Business in Massachusetts
Northland College in Wisconsin
Syracuse University in New York

In addition to taking tests such as the regular College Board Tests, National Merit Scholarship Qualifying Tests, and the Supplementary Language Test of the College Entrance Examination Board, six students took the Advanced Placement Tests -- one senior in math and five juniors in American history. All students earned a score of 3 or higher on a scale of 1 to 5 with 5 the highest score. Three students had scores of 3, two had scores of 4, and one had a score of 5.

Although significant improvements have been made in the Guidance program and facilities, especially during the last two years, there is still a need for at least a part-time secretary in the guidance office.

Athletics and journalistic activities continued to be the most popular club and extra class activities. The institution of a course in journalism and the appointment of a faculty adviser to the "Crier" improved the organization and operation of the school newspaper.

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IV, Problems and Recommendations

Adequate financial support or rather the lack of it continues to be the root of most of the problems of College High School.

There is, I believe, a need for a campus laboratory school (not necessarily the type currently in operation) as part of the total teacher education program at Montclair State College. There is, in addition, a need for cooperative arrangements with large urban and suburban district or regional schools. A campus school could provide advantages in (1) complete control, (2) availability through immediate proximity, and (3) service to community schools through experimentation and the demonstration of teaching approaching the ideal; however, this would mean financial commitment of a considerable size which does not seem to be realistic during this present emergence of Montclair State as a relatively large multi-purpose institution of higher education. Lacking any commitment or hope of commitment of financial support, I cannot envision a future for College High School.

Respectfully submitted,

Anne C. Castens

Anne C. Castens
Director, College High School

MONTCLAIR STATE COLLEGE
EVENING DIVISION AND SUMMER SESSION

Report to the President
Academic Year
1968

General Statement:

The Evening Division and Summer Session continues to show increased enrollments each succeeding semester. Combined enrollments for the three academic terms included in this report show an increase of 24.3% over the previous year. We have continued to offer programs and courses to students desiring to attend college on a part-time basis in the evening, on Saturday, in extension and during the summer. These students pursue programs or course work leading to teacher certification, the completion of the B.A. or M.A. degree, and/or individual professional growth. In addition, this division has offered workshops, seminars, and in-service programs for some school districts in New Jersey.

Enrollment Statistics:

		<u>Spring</u>		<u>Summer</u>		<u>Fall</u>	
Semester Hours:		13,197.5		13,476		15,329	
Students:		Individuals Equated		Individuals Equated		Individuals Equated	
Undergraduate	-	460	104.9	967	295.6	635	160
Graduate	-	3147	717.9	1789	546.7	3163	798
Total	-	3607	822.8	2756	842.3	3798	958

Three-year
Comparisons:

1968	-	3607	822.8	2756	842.3	3798	958
1967	-	2636	560.15	2325	697.8	3213	736.6
1966	-	2150	455.5	1926	572.6	2358	514.2

The enrollments for the current year, 1968, show a total increase of 1,987 students over the year 1967. A comparison of undergraduate enrollments for the Fall 1967 when the part-time liberal arts program was first introduced in the Evening Division and the Fall Semester 1968 shows an increase of 306 students or an increase of 93%. Total enrollment for Fall 1967 was 329 as compared to the 635 enrolled in the Fall of 1968.

Attached are statistical reports for each semester indicated in this report.

I. Faculty:

In the Fall semester 162 of the 184 sections of graduate courses offered were taught by regular faculty with the remaining 22 sections being taught by adjunct faculty. For the 7 sections of undergraduate courses offered, regular faculty taught 29 sections, and adjunct faculty taught the remaining 8 sections. This would mean that 86.4% of the courses offered through the Evening Division were taught by regular faculty members and 13.6% were taught by adjunct faculty.

II. Activities during 1968:

Beginning with the Fall semester, the Evening Division assumed the administrative responsibility for the graduate programs offered by the College. Since these programs have been administered by two different offices for a number of years and much confusion has existed, it seemed advisable to consolidate these services under one administrative head. The initial reaction to this change by the students has been favorable because the office is open in the evening to provide service and advisement. It is my belief that this reorganization has provided for more effective and efficient service to the students.

The Evening Division has assumed the responsibility of collecting grades for the Evening Division courses and issuing transcripts for Evening Division students. These duties were normally performed by the Registrar's Office and were transferred to the Evening Division Office because the Office of Registration felt they could no longer perform these services.

All services for Evening Division students are performed by personnel within this office except for the collecting of fees, which in most instances is a function of the Business Office.

V. Projections: 1969

- Suggestions have been made for changing the name of this division of the College
- We anticipate offering additional workshops and programs for the 1969 Summer Session.
- We are moving in the direction of expanding our Summer Session course offerings to include Evening Programs.
- We hope to offer an undergraduate program in the area of Business Administration to supplement our current Evening Undergraduate Degree Programs.
- In addition to the current Evening Division Staff, we are attempting to find a Coordinator for the Graduate Programs, Supervisor II; and an Evaluator, Supervisor III to service the added responsibilities of the office. Both of these positions were approved in the current budget.
- We have increased and will continue to expand our off-campus in-service courses.

Respectfully submitted,

Robert E. MacVane
Robert E. MacVane
Director
Evening Division/Summer Session

REGISTERED - FALL 1937

NEW JERSEY

1937-1938

TOTAL REGISTERED	1833	1751	3584
Undergraduates	254	201	455
Graduates	1631	1550	3181
Total	1885	1751	3636

NEW JERSEY

Undergraduates	233	200	433
Graduates	1551	1428	2979
Total	1804	1628	3432

OUT-OF-STATE

Undergraduates	1	1	2
Graduates	80	55	135
Total	81	56	137

Registered both fall and spring - 1857

STATUS

EVENING DIVISION ENROLLMENT

STATUS	G	<u>MEN</u> U	TOTAL	G	<u>WOMEN</u> U	TOTAL
Pre-Matriculation	75	5	80	62	-	62
Certification	136	11	147	166	3	169
Pre-Matriculated	100	(1A)2	102	98	-	98
Matriculated M.A.	538	-	538	451	-	451
Matriculated B.A.	-	42	42	-	1	1
MSC Undergraduates	-	6	6	-	11	11
Other Undergraduates	-	2	2	-	6	6
Advanced Certification	167	-	167	73	-	73
Endorsement	10	-	10	8	-	8
Own Interest	605	5	610	625	26	651
Evening Undergraduates	-	181	181	-	154	154
Other	-	-	-	-	-	-
TOTAL	1651	254	1835	1483	201	1684

DEPARTMENT	1954	1955	TOTAL
Business Education	21	29	50
Distributive Education	6	1	5
Psychology	5	4	9
Administration and Supervision	57	4	61
Student Personnel Services	45	53	98
M.A.T.	60	67	127
Reading	7	16	23
English	29	48	77
Speech Arts	7	16	23
Speech and Hearing	6	7	11
Fine Arts	15	33	53
Home Economics	-	23	23
Industrial Arts	51	-	62
French	7	9	16
Spanish	7	11	18
Mathematics	37	24	61
Pure Math	-	3	3
Music	25	19	44
Outdoor Education	6	2	8
Health & Physical Education	46	29	75
Science	44	22	66
Social Studies	51	21	76
TOTAL	538	451	989

Period	Undergraduates		Graduates		Total Students	Total S.H.
	Men	Women	Men	Women		
1	-	-	2	1	3	5
2	-	-	1	-	1	1.5
3	30	44	640	725	1365	2550
4	45	69	239	270	509	1890
5	21	5	362	252	614	2560
6	27	10	154	93	247	1650
7	69	45	144	66	210	1749
8	1	2	29	9	41	287
9	10	9	18	16	34	429
10	40	12	8	10	18	702
11	-	-	4	9	13	306
12	-	-	2	9	11	484
13	8	3	12	8	20	500
14	-	1	6	2	8	111
15	-	-	3	6	9	111
16	-	1	-	1	2	20
17	-	-	3	1	4	69
18	-	-	5	-	5	-
19	254	201	1924	1483	3407	13355
20						17125

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MONTCLAIR STATE COLLEGE
SUMMER SESSION ENROLLMENT

1968

<u>TOTAL ENROLLMENT</u>	<u>MEN</u>	<u>WOMEN</u>	<u>TOTAL</u>
Undergraduates	439	528	967
Graduates	870	919	1789
TOTAL	1309	1447	2756

NEW JERSEY

Undergraduates	433	525	958
Graduates	870	919	1789
TOTAL	1303	1444	2747

OUT-OF-STATE

Undergraduates	6	3	9
Graduates	107	60	167
TOTAL	113	63	176

<u>DEPARTMENT</u>	<u>MEN</u>	<u>WOMEN</u>	<u>TOTAL</u>
Business Education	14	24	38
Distributive Education	2	-	2
Social Work	-	1	1
Psychology	1	5	6
Administration and Supervision	35	5	40
Student Personnel Services	30	42	72
M.A.T.	29	31	60
Reading	8	10	18
English	14	40	54
Speech Arts	2	11	13
Speech and Hearing	3	7	10
Fine Arts	10	28	38
Home Economics	-	20	20
Industrial Arts	41	-	41
French	3	13	16
Spanish	4	6	10
Mathematics	30	20	50
Pure Mathematics	3	7	10
Music	14	16	30
Outdoor Education	1	-	1
Health and Physical Education	1 + 20	5 + 12	
Science	27	23	
Social Studies	<u>37</u>	24	
TOTAL	329	500	

UNIVERSITY OF CALIFORNIA

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1911	MEN		total	WOMEN		total	total
	G	U		G	U		
Advanced Certification	29		29				41
Certification	90	6	96	31	5	40	36
Pre-Matriculated	26	1	27	30	1	31	58
Matriculated M.A.	329		329	350		350	679
Matriculated B.A.		25	25				25
MSC Undergraduates		250	250		334	334	584
Other Undergraduates		90	90		126	126	216
Advanced Certification	64		64	46		46	110
Endorsement	4		4	6		6	10
Own Interest	328	3	331	339	9	348	679
Evening Undergraduates		64	64		55	55	119
Other							
TOTAL	870	439	1309	919	528	1447	2756

GRADUATES

UNDERGRADUATES

S.H. Carried	Men	Women	Men	Women	Total Students	Total S.H.
.5	1	1	-	-	2	1
1	-	2	1	1	4	4
2	82	84	122	181	469	938
3	102	128	93	100	423	1269
4	37	48	105	140	330	1320
5	60	70	53	64	247	1235
6	49	51	298	266	664	3984
7	37	85	76	85	283	1981
8	67	59	104	71	301	2408
9	-	-	6	7	13	117
10	1	-	7	4	12	120
11	3	-	5	-	8	88
	439	528	870	919	2756	13,465 + 5 unknown exchange

EVENING DIVISION
MONTCLAIR STATE COLLEGE

Fall 1968

<u>TOTAL ENROLLMENT</u>	<u>MEN</u>	<u>WOMEN</u>	<u>TOTAL</u>
Undergraduate	322	313	635
Graduate	<u>1647</u>	<u>1516</u>	<u>3163</u>
TOTAL	1969	1829	3798

NEW JERSEY

Undergraduate	318	311	629
Graduate	<u>1569</u>	<u>1471</u>	<u>3040</u>
TOTAL	1884	1782	3669

OUT-OF-STATE

Undergraduate	4	2	6
Graduate	<u>78</u>	<u>45</u>	<u>123</u>
TOTAL	82	47	129

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MATRICULATED M.A.

DEPARTMENT	MEN	WOMEN	TOTAL
Business Education	20	30	50
Distributive Education	10	2	12
Social Work	-	2	2
Psychology	17	19	36
Administration & Supervision	55	3	58
Student Personnel Services	41	54	95
M.A.T.	67	76	143
Reading	10	19	29
English	20	56	76
Speech Arts	6	15	21
Speech and Hearing	2	5	7
Fine Arts	10	46	56
Home Economics	-	27	27
Industrial Ed. & Technology	54	-	54
French	8	14	22
Spanish	10	14	24
Mathematics	44	24	68
Pure Mathematics	3	7	10
Music	20	14	34
Health Education	4	11	15
Physical Education	34	13	47
Outdoor Education	4	2	6
Science	48	28	76
Social Studies	<u>54</u>	<u>27</u>	<u>81</u>
TOTAL	541	508	1049

EVENING DIVISION

Fall 1968

STATUS	MEN		WOMEN		TOTAL
	G	U	G	U	
Approved Certification	92	-	92	-	184
Certification	116	24	133	3	276
Pre-Matriculated	118	3	159	1	281
Matriculated M.A.	541	-	508	-	1049
Matriculated B.A.	-	37	-	2	39
MSC Undergraduate	-	34	-	34	68
Other Undergraduate	-	69	-	10	79
Evening Undergraduate	-	154	-	235	389
Advanced Certification	163	1	74	1	239
Endorsement	12	-	8	-	20
Own Interest	601	4	542	27	1174
Other	-	-	-	-	-
TOTAL	1643	326	1515	313	3798

UNDERGRADUATES

GRADUATES

S.H.	UNDERGRADUATES		GRADUATES		Total S.H.
	Men	Women	Men	Women	Total Students
1	-	-	-	2	2
2	63	32	514	585	1194
3	19	60	344	366	789
4	44	6	356	227	633
5	27	21	164	134	346
6	68	114	165	- 89	436
7	12	4	25	25	66
8	34	33	33	34	134
9	45	37	4	6	92
10	2	1	4	7	14
11	1	1	4	8	14
12	5	1	12	14	32
13	2	1	7	8	18
14	-	-	10	5	15
15	-	1	1	2	4
16	-	1	3	1	5
17	-	-	1	1	2
18	-	-	1	1	2
	322	313	1647	1516	3798
					15,329

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MONTCLAIR STATE COLLEGE
BUREAU OF FIELD STUDIES

Report to President Richardson, October 7, 1968

In the academic year, 1967-1968, the Bureau of Field Studies has organized and conducted the following field study courses:

- FS406 - Puerto Rico and the Virgin Islands, Dec. 23, 1967-Jan. 1, 1968 -
24 registrants
- FS404 - Florida Peninsula, April 12-20, 1968 - 17 registrants
- FS423 - British Isles, July 12-August 2, 1968 - 28 registrants

Field study course offered in the academic year, 1968-1969 include:

- FS406 - Puerto Rico and the Virgin Islands, Dec. 24-31, 1968
- FS413 - Caribbean Cultures, April 4-13, 1969
- FS431AB - South Pacific, July 11-August 8, 1969

(See attached announcement)

The Urban Life course, SS301, is being given as usual during both semesters.

Edgar C. Bye
Bureau of Field Studies

ECB:eg
enc. 1

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HARRY A. SPRAGUE LIBRARY, 1968

The excellence of a college is determined by the quality of its faculty and the quality of its library. The single most important part of a library is its collections, of course. During 1968 our library collections grew by some 15,500 carefully chosen volumes from 118,000 to a total of 133,500 volumes. This is an increase of 15 per cent over the number of items added in 1967.

Thanks mainly to a federal grant the library's holdings of microforms were more than doubled, increasing from 2,745 to 5,800 items. By this means we were able to increase the research capability of the library considerably by building backfiles of many important periodicals. For example, our acquisition of microfilms of the New York Times for the years 1851 to 1919, the Atlantic Monthly, 1857 to 1948, and Psychological Review, 1894 to 1963, makes our files for these titles complete from the beginning. Also, some 1700 documents on the education of the disadvantaged were acquired in the form of microfiche.

The generosity of a number of local residents in donating substantial collections of their books to the library was especially apparent in the past year. Such gifts are especially appreciated in that they are the source of many useful out of print titles that are difficult to obtain otherwise. Some 1500 gift books were processed in 1968, almost double the number for 1967. Hundreds more were received and are awaiting the day when sufficient staff will be available to process them for the use of the students. Among the important items purchased from the McEwan Gift Fund in 1968 were the Norton facsimile of The First Folio of Shakespeare, the 17 volume Encyclopedia of the Social Sciences and the Loeb Classical Library comprising 428 volumes.

Among more pressing needs which we were able to meet with the State appropriation for library books was that for more material on black history and black accomplishments. Several extensive lists of recommended books on this subject were used as a basis for building our collection. These included such lists as "The American Negro: His History and Literature", 36 titles selected by the New York State Education Department's consultant on American Negro history and reprinted by Arno Press, and "African Literature in English", a list submitted by Professor Mutiso of our Social Sciences Department.

Specialized areas of acquisitions such as government publications, curriculum laboratory materials and periodicals showed a healthy increase in the year past. Our depository collection of United States government/publications increased by over 4,500 items to the point where it desperately needs room for expansion. The issue of a bi-weekly list of selected government documents we have received has helped guide students and faculty to use of this collection which was begun in May 1967. Although we have been receiving all New Jersey government publications, for which we became a full depository in January, 1968, unfortunately we have been unable to organize them for use due to lack of sufficient personnel.

Harry A. Sprague Library, 1968

Principal additions to the curriculum laboratory were about 500 secondary school textbooks and about half that many courses of study. Greater faculty interest in development of the curriculum laboratory has been evidenced in the past year partially due to the fact that a librarian has been assigned to this area on a full-time basis.

Periodicals are the most important single type of material for research purposes. Besides the purchase of microfilmed backfiles of many periodicals, 169 new subscriptions were entered in 1968, increasing the number of current subscriptions by some 15 per cent to a total of 1,242.

The library's collections attain their real significance through their usefulness to students and faculty. Some indication of use of the library is given by statistics of circulation though this measure does not include the very substantial "on site" use of periodicals, reference books and circulating books. Circulation in 1968 reached a new high of 123,625, an increase of 14 per cent over the previous year. The indication of increased use was corroborated by the turnstile meters which showed a total of over 510,000 persons entering the library. This was a 15 per cent increase over 1967. Additional evidence is provided by the statistics from our copying machines on which students and faculty made some 52,000 copies, an increase of over 48 per cent from the previous year. In fact, to relieve the pressure on the Xerox 914 copier another photocopier was installed in July on a trial basis and provided additional service to students and faculty.

Further indication of increased use of the library is given by the fact that the number of reference requests increased by almost 27 per cent. As a matter of fact the four reference librarians, to say nothing of the circulation staff, have been literally "run off their feet".

The increased acquisitions in 1968 naturally made a proportionately greater workload for the technical services personnel who, though they have labored valiantly, have fallen somewhat behind in acquiring and processing books for the shelves. This is most unfortunate. The remedy, of course, is simple -- a good healthy injection of additional staff. Of special importance is the fact that in December, 1968, was begun a changeover in the classification system for books in our library. On the basis of prospective savings of time and effort and especially in view of the possibilities it offers for effecting economies through automation and cooperative processing projects, decision was made to convert from the Dewey Decimal classification to the Library of Congress classification. The conversion of our present collection to Library of Congress classification is no small project but it is anticipated that it will be well worth the effort. Three new positions - a professional librarian and two clericals - were provided through "turn-around" funds from the Department of Higher Education to begin the conversion which may continue over a period of years.

Deserving special mention is the cooperative project made possible through an allocation by the Department of Higher Education of \$300,000 in "turn-around" funds to the libraries of the six state colleges for book purchase. This amount is over and above the regular State appropriation for library books for the colleges. Because of present limitations of technical services staff in the college libraries decision was made by the college librarians to select

Harry A. Sprague Library, 1968

jointly approximately 4000 to 5000 titles from the basic lists Books for College Libraries and to purchase them completely cataloged and processed from a commercial processing firm. This project is presently in progress and promises a welcome and substantial addition to our collections by mid-1969. The Library of Congress classification is to be used for these books, of course.

Cooperation among libraries seems to be the key to economy in the acquisition and use of resources. The recently formed Council of New Jersey State College and University Librarians made possible the above-mentioned cooperative project. It is to be hoped that through this Council a centralized technical services operation may be formed, reciprocal borrowing privileges for faculty may be arranged and some economical and speedy system of interlibrary communication and loan may be set-up to make the best use of available resources. Our library is also a member of METRO, the New York Metropolitan Reference and Research Library Agency, a cooperating group of over 50 libraries in the metropolitan area. This organization holds great promise for sharing resources. Already under way for METRO is a Central Advisory and Referral Service (CARES) centered in The New York Public Library. A Central Serials Supply Service (CENSSUS) will soon be in operation. A Shared Acquisition and Retention System (SHARES) is in the planning stage. METRO is awaiting a proposal for a survey and systems design for a communications system among its member libraries. Our library undoubtedly stands to benefit considerably from all these "acronymic" projects.

It is worthwhile to mention here that all our faculty and students have, through an agreement of some years' standing, enjoyed the full borrowing privileges from the Montclair Public Library in exchange for which Montclair residents have limited borrowing privileges in the college library. We have undoubtedly gained more than we have given. It is safe to say that with today's information "explosion" not even the libraries with the greatest collections are able to satisfy all the needs of their primary clientele. Undoubtedly, cooperative projects and the sharing of resources among all types of libraries is a necessity today. It would be short-sighted indeed to try to reserve the resources of our library exclusively for the use of our own students and faculty for we know that they must have access to other libraries to fulfill some of their needs.

The present library staff, both professional and clerical, is excellent -- in fact, first class. All are doing yeoman work in attempting to maintain the high level of service that we aim to provide. However, the relentless pressure caused by growth in acquisitions and in demands for service as indicated by statistics of increased use, without a proportionate increase in staff, is literally driving the staff members to exhaustion. With expected increases in need for service from the library, four librarian and eleven clerical positions were requested in our regular budget for 1969/70. This is the minimum required to maintain our present level of service. Should the "extra-ordinary object class program" budget materialize, the library will require in addition two librarians and three clerical positions.

Though there is adequate space in the library building for perhaps two more years expansion, there will be a continuing need for more equipment and for rearrangement of present space with partitions where feasible. In addition, in order to adequately meet space needs it is essential that space in the library building now used for other purposes, i.e. the former Cosla Room and the two

Harry A. Sprague Library, 1968

classrooms, be released at an early date for library use. We need also to provide more single seating for students.

In order to operate efficiently it is incumbent upon the library to take advantage of new and improved equipment provided by advancing technology. During 1968 a Polaroid cataloging camera was acquired and has proved very helpful in creating speedy copy for catalogers. Early in 1969 we shall have in operation a 3M motorized microfilm reader-printer for the benefit of students. We hope to acquire at least two microfilm readers in 1969 in addition to the five we have, for the federal grant of \$18,000 awarded to the library in 1968 will be partially used to add substantially to our collection of periodicals on microfilm. Should the college succeed in acquiring an IBM 1401 computer, the library is prepared to utilize it to the fullest extent possible in automating routine operations where feasible, e.g. circulation procedures.

As for the Library Science Minor program it is interesting to note that of the total of 126 student semester hours in the Fall Semester of 1968 approximately a third, i.e. 43 student semester hours, are accounted for by Evening Division students. Among the students registered in the program is one who has undertaken an independent study course in library science based on work connected with the library of Terrill Junior High School where she is engaged in student teaching in the Scotch Plains project.

It was most gratifying to know that when the bond issue was passed in November it included 2 1/2 million dollars for expansion of our library. It is to be hoped that arrangements can be made without delay to engage an expert library building consultant who can follow the planning through from the beginning so that we will end up with a highly functional building. It is also to be hoped that substantial federal library building grants may be found in addition to provide a total amount that will make possible a building of a sufficient capacity to allow for a good few years growth. In planning our library facilities it is imperative to keep them centralized rather than to accede to any proposals for the creation of departmental libraries. The duplication of facilities, staff and collections required by the latter course would be most uneconomical in terms of overall library service to the students and faculty.

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URBAN EDUCATION PROGRAMS
July 1, 1968-Dec. 31, 1968

I. Enrollment - Fall Semester, 1968

A. Special Program for Urban Teaching (SPURT)
(Dr. Lawrence Kenyon, Director)

1. Seniors 15

2. Juniors 25

B. Talent Research for Youth (TRY)

1. Full time Undergraduates 63

2. Part time evening undergraduates 52

3. Full time graduates 14

C. Upward Bound (Dr. John Redd, Director)

1. Seniors 27

2. Juniors 32

II. Faculty, Fall Semester

In addition to the coordinator, serving full time, the following members of the staff are affiliated with Urban Programs.

<u>Staff Members</u>	<u>Rank</u>	<u>Assignment</u>	<u>Per Cent of time</u>
Arthur Taylor	Supervisor III	Asst-Dir. TRY	100
Louis Guinta	Asst-Prof. II Ed.	Reading Develop- ment Evening TRY	100
George Bernstein	Asst-Prof I Ed.	Teacher-TRY Academic Coordi- nator	100
Jacqueline Baker	Asst-Prof. I Ed.	Reading-Daytime TRY	80
Dr. Lawrence Kenyon	Assoc-Prof. Ed.	Director, SPURT	25
Dr. Jack Redd	Prof-Phys Ed.	Director Upward Bound	60

III. Noteworthy Activities during 1968:

- A. Introduction of TRY Undergraduates at Montclair
- B. Federal and other special Grants awarded to programs
 - 1. TRY 60,000 Federal
 70,000 State E.O.F.
 - 2. Upward Bound 125,000 Federal 80%/local 20%

IV. Unique or innovative programs for 1969:

A. New Programs

- 1. National Teacher Corps project; funding has been requested from U.S. government. This proposal will place 35 interns in Newark with 7 full time master teacher team leaders. The two year programs offer our seniors an opportunity to prepare for Urban Teaching concurrent with earning a Master's Degree.
- 2. Off campus Urban Education Corps classes; beginning this spring, approximately 40 out of college (average age 26) men and women will undertake studies in off campus locations (Camp Kilmer, and West, Side Newark neighborhood house leading then back into the educational cycle and preparing them to teach in our cities. Funding for this project is out of the New Jersey Education Commissioner's Fund administered by the U.E.C.
- 3. One week Summer Workshop to train 200 college personnel in working with "TRY Type" students on their campuses. Funding has been assured under the Educational Personnel Development Act (Federal) for 1969 and 1970.

- B. Additional personnel will be drawn from existing staff of a part-time basis money exists within each grant as needed.
- C. Equipment needed to implement these programs will be rented with funds from grants to run the project.

George G. King:jht 1/23/69

GK

STUDENT PERSONNEL DIVISION
REPORT TO THE BOARD OF TRUSTEES

1968

I. ENROLLMENT

The Student Personnel Division provides a multitude of services supportive of the educational program of the college. Although members of the division are not engaged directly in academic instruction their average work week is in excess of forty hours a week.

With the temperature of the college atmosphere guiding their decisions, and the high morale in the division contributing to their interest in further improving Montclair, the staff often voluntarily attends many evening and weekend functions and activities which do not fall within the purview of their particular job responsibilities. Illustrative examples of the contributions being made by departments in the division are listed in Appendix A as are some highlights of 1968.

II. FACULTY

Division employees fell principally within three catagories during 1968. They are listed below to present a complete staffing picture.

Director I	1
Director III	1
Associate Professor	4
Assistant Professor	2
Assistant Professor II	5
Supervisor I	3
Supervisor II	3
Supervisor III	2

Four members of the Psychological Services staff who are assigned part-time to the role of Counselors are formally listed in the Psychology Department. Four nurses in the Health Center and two part-time physicians complete the professional staff of the division.

III. NOTEWORTHY ACTIVITIES DURING 1968

Unlike program innovations which are readily discernable in academic departments, the achievements of the Student Personnel Division

are more difficult to readily identify. Nonetheless many improvements have taken place, as have innovations and special projects, (one of which was assisted by a grant from the Danforth Foundation and one which is self-supporting.) Appendix A includes a sampling of some of the projects undertaken by the Division in 1968

IV. WHAT UNIQUE OR INNOVATIVE PROGRAMS OR PROJECTS DOES YOUR DIVISION CONTEMPLATE
IN 1969?

Answering this section, too, poses problems in reporting for the diverse responsibilities of the division place it in the multiple roles of a service organization; a supporter of faculty and administratively initiated changes; and a liaison with student interests. It also serves as a reservoir of professional knowledge about student behavior, educational philosophy implementation, and to enhance the educative process by the maintenance of student and faculty morale, plus the presentation of co-curricular activities which enrich the total college experience of students.

Appendix B is illustrative of some of our plans for 1969.

APPENDIX A

STUDENT PERSONNEL RESPONSIBILITIES AND CONTACT ACTIVITIES

Listed below are major areas of responsibility readily identifiable for brief reporting purposes. Not included are many other services, activities and contacts made by members of the division on a day-to-day basis for personal advising, maintaining open communication with students and faculty, meetings with faculty and administration as resource people, and other incidental, though critically important, contacts.

- Academic Advisement
- Admissions
- Commuter Affairs
- Financial Aids
- Health Services
- Off-Campus Housing
- Part-Time Employment
- Psychological Services
- Re-Admissions and Withdrawals
- Registration
- Resident Housing
- Selective Service Registration
- Student Activities, Co-Curricular Programs, Clubs, Groups, Fraternities, Sororities
- Student Government

ACADEMIC ADVISEMENT (Dr. Frazee, Mr. Mills)

The academic advisor's responsibilities for 1968 included:

1. Coordination of the faculty advisory program
2. Educational advising
3. Evaluation of transfer records and preparation of projected courses of study for transfer students
4. Evaluation of records of readmitted students and preparation of projected courses of study for readmitted students
5. Advisement of February freshmen and preparation of projected courses of study for these people
6. Coordination of changes of major
7. Advisement of under-achieving students
8. Mid-term academic deficiency notices
9. Advisement of uncommitted students
10. Vocational counseling
11. Personal counseling

To meet these responsibilities the advisors met ten to twelve students daily and often, for student convenience, did this as early as 7:30 a.m. and during some evenings - particularly for special student applicants who were employed during the day. Approximately 194 transfers, 100 readmits, 140 Special Freshmen were but part of this load in 1968.

ADMISSIONS (Mr. Buechler, Mrs. Wilkin, Mr. Yezo)

In 1968 5,801 freshman applications for admission were processed and 1,040 admitted. Many hours of overtime were expended to make possible the completion of this task alone.

Members of the staff visited seventy schools, thirty College Nights, and six conferences to meet with an estimated 5,000 students and innumerable interested parents. Two Saturday Parent Information Days were held on campus for about 4,000 people and 35 tours of the campus were arranged, particularly for FTA groups from high schools. There was also a Sunday Freshman Visit Day to acquaint students and parents with Montclair. Finally the Admissions Office provided the opportunity for 500 students to take the Institutional College Board Exams at the college. An estimated 1200 miles in travel were logged by the staff, and many hours of time were expended.

COMMUTER AFFAIRS (Dr. Waller)

To meet the needs of 3,200 or more students who commute daily to and from the college the division:

Published the Commuter Chronicle for their information, helped to organize transportation pools, discussed ways of improving travel and parking near the campus, and organized activities designed to increase student identification with, and participation in, the co-curricular activities on campus.

FINANCIAL AIDS (Mr. Neuner)

Financial Aid programs administered by the division included:

National Defense Education Act loans, Cuban Loan Fund, College Work-Study Program (E.O. A.), Educational Opportunity Grants, Student Assistant's Program (Work Scholarship), Chapin Loan Fund, State Scholarships, Bell Telephone Scholarships, Outside Scholarships listed with the Business Office, Guaranteed Bank Loans, the Student Assistance Fund, Veteran's Benefits, and temporary deferments for payment of tuition, fees, room, board, etc.

As close as can be estimated about 50% of our enrollment or somewhere near 2,200 students were serviced in one way or another during the past year.

HEALTH CENTER

The Montclair State Health Center located in Russ Hall is the center of the College's medical services to the campus community. With two doctors and four nurses comprising its staff it serves all students, faculty and staff in a four fold capacity.

Its initial role is to identify potential health problems through pre-participation examinations. In fulfillment of this responsibility the Center annually administers the Tine (Tuberculosis) Test to all students, provides examinations for some varsity and intra-mural participants, and gives Seniors physicals prior to student-teaching.

Secondly, it serves a diagnostic purpose for students who have symptoms which might indicate health problems. For this purpose the doctors have scheduled office hours when concerned individuals may see them. Minor problems can, and usually are, handled by the Center. Individuals with more serious problems are, as a rule, referred to their personal physicians, or specialists, for further care.

Thirdly, it is the campus First Aid center. For this purpose the Center has a staff of graduate nurses on call who can provide immediate professional aid, diagnostic advice, and the proper information for the patient. In this role referral is often made to Mountainside Hospital for immediate care or to the individual's personal physician in less serious cases.

Last of all the Center is where students should go if for any reason they suspect any physical problem. The Center has rooms in which students can reside so that they will be under the supervision of professional medical staff. Resident Hall and off-campus resident students, particularly, should avail themselves of this service whenever it is their belief that they may be ill.

The Center is staffed twenty-four hours a day, seven days a week while class is in session which meant that the four nurses were working approximately 50 hours a week until a recent Civil Service ruling that they work only 40 hours maximum unless given time and a half compensation.

OFF-CAMPUS HOUSING (Mrs. Redd, Mr. Taubald)

Off-Campus rooms are now filled by at least 1,000 students and possibly many more. The division helps place many of them, serves as liason with the houseparents, tries to regulate the rooming costs for the students, and ensures that students are provided with adequate furniture and study equipment (i.e. desk, lamp, privacy).

Liason is maintained with community safety, police, and zoning officials to protect the students, landlords, and college's interests. Finally, work is being done to attempt to have some zoning ordinances altered to permit more student rooms to become available in the future.

PART-TIME EMPLOYMENT (Mr. Richards)

Nearly 550 employer job requests were handled during 1968 with the standing file of unfilled positions usually numbering 100 at any given time. Summer employment notices were also posted for students to consider.

PSYCHOLOGICAL SERVICES (Dr. Brown, Dr. Buchner, Dr. Worms, Dr. Spencer)

The presenting problems for 1968 fell into the following major categories:

Identity Crisis (including depression and suicide)
Acute Family Problems
Neurotic Reaction (including obsessive-compulsive)
Sexual Problems (hetero, homo)
Pre-psychotic
Character Disorder
Academic
Anti-social Behavior
Physical

Highlights of the year included:

- A. A study of personality testing is being continued
- B. Group therapy expanded from 31 in 1967 to 161 in 1968
- C. Use of psychological staff as on-campus consultants expanded to include:

Freshman Orientation	Drug Abuse Committee
Resident Assistant Orientation	Sex Education
Administrative Council	SPURT
	TRY

- D. Off-campus referral sources continued and expanded to include:

Private practice	Essex County Overbrook Hospital
Low Cost Psychotherapy Plan, Inc.	Mt. Carmel Guild Guidance Institute
New Jersey Rehabilitation Commission	League for Family Service, Bloomfield
Family and Children's Service of	Family and Children's Society, Montclair
the Oranges and Maplewood	Veterans Administration Mental Hygiene
Family Mental Health Center of	Clinic
Clifton, New Jersey, Inc.	

- E. Parent counseling continued and expanded

RE-ADMISSION AND WITHDRAWALS (Dr. Waller)

Application for re-admission usually comes from two types of students. The first of a voluntary non-academic nature can often be processed with a personal meeting and a review of the student's history while away from the college. The second, from disciplinary or academic furlough students, is more complex since the college wishes to both protect itself and also be sure that the students are given every just treatment.

About 200 re-admission applicants were processed in 1968 with about 70 percent being granted the opportunity for a second chance.

Withdrawals are also all processed. Recommendations for withdrawal from Psychological Services and the Medical Department are processed without an interview. Wherever possible, other withdrawals are interviewed by a member of the Student Personnel Department. A continuing study has been carried on to look at the reasons given for withdrawal by our students. This shall be continued with the same sub-divisions now used of sex, class and major curriculum.

REGISTRATION (Mr. Stapay, Mr. Foley, Mr. Ferguson)

Academic record keeping, transcripts, and registration for classes each semester are the major responsibilities for this department. Also, the Registrar ensures that all students have enough credits to ensure their graduation. The most significant accomplishment in 1968 was to begin the computerization of registration and a subsequent mail registration for all undergraduates. An example of the results in September indicate that this move was successful and will be of great benefit to Montclair in future years.

Since the move was made to computerized systems students are able to first select their courses, then a master schedule is built around their desire for certain courses. The computer handled 4,396 course schedules. Of this number forty were irresolvable conflicts: a conflict in master schedules. At the same time there were 448 partial schedule difficulties. In these cases the student received all course sections except one, at which time the alternate schedule was utilized to resolve conflicts. In scheduling students, consideration was given to those people who have special scheduling difficulties. Such students include athletes, Montclarion staff students and students in the SPURT program.

In turning to computerized systems it had been hoped that a maximum of 5% of the student body would be involved in schedule changes. It worked out that 9,000 schedule changes were made. As the college becomes larger registration could become more simplified by offering students course time sheets in advance, thereby aiding students in building a more suitable schedule in accordance with their other needs.

RESIDENT HOUSING (Mrs. Redd, Miss Reinhardt, Mr. Taubald)

Approximately 400 female and 200 male undergraduate students are housed in the five on-campus resident halls. Each living unit's occupancy must be full at all times and with a 10-20 percent turnover this is a critical factor.

Resident rules must be enforced, work must be done with the Dormitory Directors and resident assistants, and representative governments (Dorm Councils) must be met with.

Activities in the Resident Halls during 1968 included:

Christmas Dinner	Activities at Seasonal Times
Coffee Hours	Groups to mixers at other Colleges
Discussion Groups	Guest speakers
	Dances

Spring and Fall Open Houses for about 800 people each time. Also this area sponsored a conference on campus concerning Off-Campus Housing for 60-65 people from other colleges underwritten by funds for the Danforth Foundation.

SELECTIVE SERVICE (Mr. Richards)

In 1968 slightly over 1,500 young men were served. Notice of enrollment in college was done by mail with replies being processed more quickly. In addition between 150-200 young men turning 18 or with special problems were advised and assisted.

STUDENT ACTIVITIES, CO-CURRICULAR PROGRAMS, CLUBS, GROUPS, FRATERNITIES,
SORORITIES (Mr. McKnight, Mr. Loewenthal, Staff)

Probably the least understood of all responsibilities of the Division is its role in working with students and their programming efforts since the philosophical foundation of the Divisions's approach is to be as invisible as possible at such activities, to guide growth and development rather than to direct, to allow students to occasionally make errors, and to attempt to give students the optimum opportunity to direct their own activities. Some major programs last year were:

Richard Prior	- Comedian
Al Hirt	Musician
Union Gap	Entertainers
Jean Shepard	Humorist
Rhody McCoy)
Albert Shanker)	Lectures on 'Crisis in Urban Education'
Märk Rudd	Student Activist
Clive Barnes	Drama Critic
Spring Weekend	
Homecoming 60th Anniversary Weekend	
Fall Festival of the Arts	
Carnival	

Finally, to provide more fully for student needs two self-supporting auxiliary enterprises begun were: The Temporary Union Building (TUB) and the Fishbowl.

The former has facilities for eating, recreation, (table tennis, billiards, color television, and lounging) and just socializing. The latter provides for the sale of cigarettes, candy, newspapers, magazines and other miscellaneous items.

STUDENT GOVERNMENT (Mr. Blanton, Mr. Neuner, Mr. Martin)

The Student Government Association, which has traditionally made a significant contribution to forwarding the goals of the College was advised by the division last year.

Nearly one quarter of a million dollars were budgeted and expended under the supervision of the S.G.A. These funds supported the College Life Union Board, Athletics, Musical and Theatrical Organizations, Student Publications, and the numerous clubs and councils.

Many major and significant activities were initiated by this body under the leadership of competent and enthusiastic student leaders.

APPENDIX B

PROJECTS AND PROGRAMS CONTEMPLATED IN 1969

Cooperation in development and acceptance of a campus oriented Student Rights, Freedoms, and Responsibilities statement
A development of a more comprehensive new Student Orientation
Restructuring of the Academic Advisement Program
Re-evaluation of Resident Hall policies and a greater emphasis on social living experiences in them
Improvement of communication with students, with particular emphasis on some kind of communication center
Development of improved security measures on the campus for both property and persons
Greater emphasis on career counseling
Cooperation in planning for job placement of non-teaching students
Continued development of the role of the Student Government as a contributing part of the college
Development of the Health Center to prepare for an enlarged resident population

LWB:bb
1/10/69

MONTCLAIR STATE COLLEGE

Office of Admissions

ANNUAL REPORT TO THE BOARD OF TRUSTEES

By such traditional admissions measures as high school class rank, S.A.T. scores, and participation in extra-curricular activities, the entering class of September, 1968, has shown itself to be well qualified to pursue college studies. When compared nationally, the class stands well above average in S.A.T. verbal (average about 80%ile of all freshmen)* and in high school rank (the average at Montclair State College is about the 80%ile mark).

Montclair State has enjoyed for a number of years the enviable reputation of being a college of excellence. Certainly this is an important factor in explaining the high quality of freshmen, and is probably the chief reason for the flood of applications received annually. A high selectivity factor exists since the number of qualified students the college has been able to accommodate in recent years has been a comparatively small percentage of those who apply. In 1968, for example, seventy-three percent (73%) of all applicants were denied admission. If one arbitrarily considers only the top 3/5ths in high school rank and a minimum of 400 on S.A.T. verbal and on S.A.T. math as being qualified for admission, then only 18% of all applicants were not qualified.

Table I shows the number of applicants, the number offered admission, and the number enrolled in each year beginning in 1961.

<u>Year</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>
# applied	2295	2612	3295	4693	5306	5085	5267	5801
# offered admission	902	1159	1652	1851	1522	1870	2122	1567
# enrolled	560	659	1017	1137	926	1076	1233	1040**

Table II shows the statistical qualifications of the entering class.

	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>
Av. High School Rank	78.2	78.0	80.2	83.3	78.7
Av. S.A.T. Verbal	528.8	530.6	521.5	535.2	529.9

The deflation of the S.A.T. verbal figure is probably due to the fact that a third of the present freshmen were admitted under Early Decision. As Early Decision candidates, they were required to take S.A.T.'s in the junior year. Previously, most candidates took S.A.T.'s in December of the senior year. Had all applicants taken the College Boards in the senior year, there is little doubt that the figure would be higher since normal growth expectancy is about 20 points from junior to senior year.

In several areas, Achievement Tests of the College Entrance Examination Board were required for admission. Of special interest are the foreign language achievement and listening comprehension tests which replaced the former requirement of an interview with a member of the language department. The qualifications of the French, German, and Spanish enrollees are given in Table III.

*College Entrance Examination Board,
College Board Score Reports: A Guide for Counselors and Admissions Officers
(New York: College Entrance Examination Board, 1968), p. 25.

**This figure includes 58 TRY students who were admitted extra-quota.

<u>MAJOR</u>	<u>FRENCH</u>	<u>GERMAN</u>	<u>SPANISH</u>
Mean High School Rank	90.8	87.2	83.5
Mean S.A.T. Verbal	581	549	524
Mean Achievement Test	613.8	634.9	639.6
Mean Listening Comprehension Test	618.2	633.0	652.7

The Early Decision program begun in 1967 was continued. This program is one in which the applicant pledges to make no other application until a decision is made; if offered admission, the applicant pledges to enroll. Generally, under Regular Decision, the college must accept two applicants for every space (e.g., to fill a quota of 100, 200 students must be accepted). Under the Early Decision plan, however, of 346 offers, 340 or 95.6% of those offered admission actually did enroll. Informal reports from student personnel workers indicate that students accepted under Early Decision seem to adjust better, to be happier, and to be more enthusiastic than other students. In the past, accepted students have had 15 days to submit the \$35.00 non-refundable fee to hold their place in the freshman class. In 1968, Montclair State College abandoned this approach in favor of the "Candidate's Reply Date," which gives the accepted student until May 1 to submit his deposit.

Our early involvement and favorable experience with the Candidate's Reply Date (all state colleges will adhere to it this year) leads us to believe that we shall be able to implement the other radically changed admissions procedures for September, 1969. Since September, 1968, applicants have been informed that admission to the college is no longer by departments - that all students must meet the same general competition for admission. In addition, under the Regular Decision plan, the student is now notified on a "rolling" basis, i.e., when an application becomes complete, it is reviewed and the student is notified of his status; he need no longer wait until March 15 for an answer.

TRANSFERS

A critical area facing the admissions office is the burgeoning of the new community junior colleges. As late as 1966 only 6% of transfer applications were from junior colleges. In 1968 we received 311 applications from 57 different junior colleges; this number represents 32.4% of all applications for transfer.

There were five county colleges sending applications for transfer. Six more county colleges opened their doors in 1968, and at least one more will open in September, 1969. Since approximately 40% of all junior college transfer applicants were from New Jersey county colleges, we can reasonably expect a greater crush of such applications in the future.

The demand for transfer to Montclair State College has become so great that one of the three professional staff members devotes more than 80% of her time to counseling transfer students, interviewing and interpreting their applications, and visiting the community colleges. Review of these applications is a tedious and time consuming operation. It is necessary to obtain not only secondary school data, but college transcripts as well. Course descriptions must be read in order to ascertain transferable credit. Many of these applicants are older students, servicemen, and the like. They have been out of high school for from several to many years, and therefore we have no access to meaningful counselor comments; consequently, the student's own account of himself is an extremely important part of the application. As the demand for transfer increases, it will be certainly necessary to add more secretarial, and, hopefully, more professional staff. One extremely overworked secretary devotes full time to transfer students.

Table IV shows how the demand for transfer has increased since 1961. The figures given are by academic rather than calendar year (e.g., the figures for 1962 represent applicants for September, 1962 and February, 1963).

Year	1961	1962	1963	1964	1965	1966	1967	1968 (Sept.)
# applied	215	254	371	404	532	990	772	950
# accepted	113	127	95	121	146	365	74	195

Competition for transfer admission has become rather keen. Although the college publishes a 2.00 grade point average requirement as being acceptable for admission, the number of qualified applicants vs. the number of students whom we can accommodate tends to drive standards well above the "acceptable" minimums. For the fall, 1968 term 950 transfer applicants applied for 195 spaces; in other words, approximately 80% of the transfer applicants had to be turned away. Table V shows our experience with the performance in work of the 884 students who have been admitted on transfer from other colleges. It is easily seen that collectively they do rather commendably.

	Average on Admission	Average on semesters completed MSC						
		1	2	3	4	5	6	7
# of students	884	884	780	698	613	348	147	24
Cum. G.P.A.	2.66	2.76	2.78	2.81	2.90	2.92	2.90	2.78

The basic problems ahead for the admissions office are these four perennial ones:

- 1) Finding places for qualified transfers.
- 2) Finding places for disadvantaged students (we've begun to move, but the problem is still critical).
- 3) Moving to accommodate out-of-state students.
- 4) Absorbing requests for transfer from the county colleges (heavier demands on staff time).

NEW JERSEY STATE COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President

Year, 1968

ANALYSIS OF ENROLLMENTS
Complete Enrollment Data - Fall Semester, 1968

TEACHING

Curricula for Secondary Teachers	First	Second	Third	Fourth	Men	Women	Total
Business Education	83	98	90	57	147	181	328
Distributive Education	12	27	12	13	43	21	64
English	0	78	97	88	77	186	263
Speech	33	41	48	43	35	130	165
Fine Arts	41	65	48	57	67	144	211
Home Economics	54	129	87	69	0	339	339
Ind. Ed. & Tech.	26	58	51	56	191	0	191
French	0	64	71	60	21	174	195
German	0	22	9	6	4	33	37
Latin	14	14	12	15	7	48	55
Spanish	0	61	64	53	40	138	178
Mathematics	0	136	103	91	142	188	330
Music	39	51	43	39	76	96	172
Physical Education	90	123	100	89	196	206	402
Science	0	0	9	66	40	35	75
Biology	0	65	40	8	43	70	113
Chemistry	0	26	19	2	31	16	47
Physics	0	3	8	1	10	2	12
Earth Science	8	3	1	0	6	6	12
Social Studies	0	106	77	96	146	132	278
Uncommitted	7	15	37	24	50	33	83
Totals	407	1185	1026	934	1372	2178	3550

ANALYSIS OF ENROLLMENTS
Complete Enrollment Data - Fall Semester, 1968

LIBERAL ARTS AND OTHERS

Curricula for Secondary Teachers	First	Second	Third	Fourth	Men	Women	Total
English	104	25	8	0	56	81	137
Speech	10	6	3	0	4	15	19
French	61	17	4	0	10	72	82
German	19	0	0	0	4	16	20
Spanish	101	12	4	0	29	88	117
Mathematics	116	40	8	0	69	95	164
Psychology	35	1	1	1	18	20	38
Biology	57	22	6	1	37	49	86
Chemistry	24	12	3	0	21	18	39
Physics	10	0	0	0	8	2	10
History	96	24	14	0	82	52	134
Business Administration	0	0	0	0	0	0	0

633

160

51

2

338

508

846

ANALYSIS OF ENROLLMENTS
Complete Enrollment Data - Fall Semester, 1968

TEACHING AND LIBERAL ARTS

Curricula for Secondary Teachers	First	Second	Third	Fourth	Men	Women	Total
Business Education	83	98	90	57	147	181	328
Distributive Education	12	27	12	13	43	21	64
Business Administration	0	0	0	0	0	0	0
English	0	78	97	89	77	186	263
English	104	25	8	0	56	81	137
Speech	33	41	48	43	35	130	165
Speech	10	6	3	0	4	15	19
Fine Arts	41	65	48	57	67	144	211
Home Economics	54	129	87	69	0	339	339
Ind. Ed. & Tech.	26	58	51	56	191	0	191
French	0	64	71	60	21	174	195
French	61	17	4	0	10	72	82
German	0	22	9	6	4	33	37
German	19	1	0	0	4	16	20
Latin	14	14	12	15	7	48	55
Spanish	0	61	64	53	40	138	178
Spanish	101	12	4	0	29	88	117
Mathematics	0	136	103	91	142	188	330
Mathematics	116	40	8	0	69	95	164
Music	39	51	43	39	76	96	172
Psychology	35	1	1	1	18	20	38
Physical Education	90	123	100	89	196	206	402
Science	0	0	9	66	40	35	75
Biology	0	65	40	8	43	70	113
Biology	57	22	6	1	37	49	86
Chemistry	0	26	19	2	31	16	47
Chemistry	24	12	3	0	21	18	39
Physics	0	3	8	1	10	2	12
Physics	10	0	0	0	8	2	10
Earth Science	8	3	1	0	6	6	12
Social Studies	0	106	77	96	146	132	278
History	96	24	14	0	82	52	134
Uncommitted	7	15	37	24	50	33	83
Totals	1040	1345	1077	936	1710	2686	4396

ANALYSIS OF ENROLLMENT

TEACHING

FALL SEMESTER, 1968

Undergraduate Division by Counties

County	Men	Women	Total
Atlantic	16	9	25
Bergen	290	427	717
Burlington	12	37	49
Camden	9	38	47
Cape May	3	7	10
Cumberland	4	12	16
Essex	334	496	830
Gloucester	5	16	21
Hudson	113	132	245
Hunterdon	4	7	11
Mercer	9	23	32
Middlesex	80	136	216
Monmouth	59	110	169
Morris	80	115	195
Ocean	24	43	67
Passaic	187	298	485
Salem	3	9	12
Somerset	28	39	67
Sussex	13	20	33
Union	73	152	225
Warren	20	40	60
Out-of-State	6	12	18
Totals	1372	2178	3550



ANALYSIS OF ENROLLMENT
TEACHING AND LIBERAL ARTS

FALL SEMESTER, 1968

Undergraduate Division by Counties

County	Men	Women	Total
Atlantic	23	15	38
Bergen	356	517	873
Burlington	16	46	62
Camden	14	45	59
Cape May	4	9	13
Cumberland	5	16	21
Essex	421	606	1027
Gloucester	6	19	25
Hudson	133	157	290
Hunterdon	4	10	14
Mercer	14	27	41
Middlesex	91	169	260
Monmouth	74	135	209
Morris	97	149	246
Ocean	33	51	84
Passaic	240	368	608
Salem	3	12	15
Somerset	36	51	87
Sussex	16	25	41
Union	93	193	286
Warren	23	45	68
Out-of-State	8	21	29
Totals	1710	2686	4396



ANALYSIS OF ENROLLMENT

LIBERAL ARTS

FALL SEMESTER, 1968

Undergraduate Division by Counties

County	Men	Women	Total
Atlantic	7	6	13
Bergen	66	90	156
Burlington	4	9	13
Camden	5	7	12
Cape May	1	2	3
Cumberland	1	4	5
Essex	87	110	197
Gloucester	1	3	4
Hudson	20	25	45
Hunterdon	0	3	3
Mercer	5	4	9
Middlesex	11	33	44
Monmouth	15	25	40
Morris	17	34	51
Ocean	9	8	17
Passaic	53	70	123
Salem	0	3	3
Somerset	8	12	20
Sussex	3	5	8
Union	20	41	61
Warren	3	5	8
Out-of-State	2	9	11
Totals	383	508	846



ANALYSIS OF ENROLLMENT

TEACHING

SPRING SEMESTER, 1968

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	13	13	26	
Bergen	336	486	822	20.
Burlington	19	49	68	
Camden	12	60	72	
Cape May	5	7	12	
Cumberland	2	14	16	
Essex	372	561	933	22.7
Gloucester	4	17	21	
Hudson	131	175	306	7.4
Hunterdon	3	14	17	
Mercer	8	32	40	
Middlesex	82	151	233	
Monmouth	71	120	191	
Morris	85	138	223	
Ocean	23	51	74	
Passaic	216	377	593	14.2
Salem	4	12	16	
Somerset	29	46	75	
Sussex	17	21	38	
Union	81	154	235	5.6
Warren	27	48	75	
Out-of-State	6	13	19	
Totals	1,546	2,559	4,105	
%	37.66	62.34		



ANALYSIS OF ENROLLMENT

TEACHING AND LIBERAL ARTS

SPRING SEMESTER, 1968

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	15	14	29	
Bergen	349	519	868	20.1
Burlington	20	51	71	
Camden	13	66	79	
Cape May	5	7	12	
Cumberland	2	14	16	
Essex	392	583	975	22.6
Gloucester	4	19	23	
Hudson	135	182	317	7.3
Hunterdon	3	14	17	
Mercer	8	32	40	
Middlesex	85	154	239	
Monmouth	75	123	198	
Morris	87	148	235	
Ocean	25	52	77	
Passaic	238	405	643	14.7
Salem	4	12	16	
Somerset	30	49	79	
Sussex	18	22	40	
Union	84	159	243	5.8
Warren	28	48	76	
Out-of-State	6	13	19	
Totals	1,626	2,686	4,312	
%	37.7	62.3		



ANALYSIS OF ENROLLMENT

LIBERAL ARTS

SPRING SEMESTER, 1968

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	2	1	3	
Bergen	13	33	46	22.2
Burlington	1	2	3	
Camden	1	6	7	
Cape May	-	-	-	
Cumberland	-	-	-	
Essex	20	22	42	20.2
Gloucester	-	2	2	
Hudson	4	7	11	
Hunterdon	-	-	-	
Mercer	-	-	-	
Middlesex	3	3	6	
Monmouth	4	3	7	
Morris	2	10	12	
Ocean	2	1	3	
Passaic	22	28	50	24.1
Salem	-	-	-	
Somerset	1	3	4	
Sussex	1	1	2	
Union	3	5	8	
Warren	1	-	1	
Out-of-State	-	-	-	
Totals	80	127	207	
%	38.6	61.4		

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1968
Distribution by Departments and Classes

LIBERAL ARTS

Curricula for Secondary Teachers	First	Second	Third	Fourth	Men	Women	Total
Biology	24	5	-	-	12	17	29
Chemistry	12	2	-	-	8	6	14
English	28	7	-	-	15	20	35
French	21	3	-	-	3	21	24
Mathematics	42	7	-	-	19	30	49
Social Studies	25	7	-	-	16	16	32
Spanish	12	3	-	-	5	10	15
Speech	7	2	-	-	2	7	9
Totals	171	36	-	-	80	127	207

FRESHMAN: Freshman enrollment 1967-68 was as follows:

September 1967	-	370	Men
		690	Women
		<u>1060</u>	

There was no entering freshman class in January, 1968.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1957 -	13%
1958 -	8%
1959 -	16%
1960 -	16%
1961 -	16%
1962 -	9.8%
1963 -	10.4%
1964 -	9.2%
1965 -	13.7%
1966 -	25.4%
1967 -	

STUDENT PERSONNEL:

BREAKDOWN BY MEN AND WOMEN

	Men	Women	Total
	Sept. Feb.	Sept. Feb.	Sept. Feb.
1957-58	677 663	885 849	1562 1512
1958-59*	893 848	1082 1052	1975 1900
1959-60	892 855	1249 1213	2141 2068
1960-61	890 861	1301 1274	2191 2135
1961-62	839 815	1395 1363	2234 2178
1962-63	894 876	1489 1455	2383 2331
1963-64	983 966	1805 1760	2788 2726
1964-65	1196 1143	2095 2044	3291 3187
1965-66	1327 1301	2228 2170	3555 3471
1966-67	1492 1509	2510 2541	3982 4050
1967-68	1627 1626	2687 2686	4314 4312

* The merger of Panzer College of Physical Education and Hygiene with Montclair State College in the Fall of 1958, increased our enrollment by 166 students of which 112 were male and 54 were female students. The Fall, 1958 enrollment was 413 students above the Fall, 1957 enrollment.

GRADUATES

I. BACHELOR OF ARTS DEGREE

The following is a study of the graduating classes from June, 1958 through June, 1968:

<u>Date of Graduation</u>	<u>Number Graduated</u>
June, 1957	213
August, 1957	5
June, 1958	308
August, 1958	3
June, 1959	350
August, 1959	10
June, 1960	346
August, 1960	10
June, 1961	423
August, 1961	8
June, 1962	460
September, 1962	12
June, 1963	528
September, 1963	7
June, 1964	537
October, 1964	17
June, 1965	492
October, 1965	12
June, 1966	563
October, 1966	20
June, 1967	811
October, 1967	20
June, 1968	966

Total B. A. Graduates from 1930 to June, 1968 is 11,354.

Analysis of Graduation Distribution by Departments

Students Receiving B. A. Degrees, October 3, 1967

<u>Major</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Fine Arts	1	-	1
Music	4	2	6
Social Studies	2	3	5
Speech and Dramatics	1	-	1
French	-	1	1
Industrial Arts	2	-	2
Physical Education	1	-	1
Spanish	1	1	2
Mathematics	1	0	1
Totals	13	7	20



Registrar's Office

Analysis of Graduation
Distribution by Departments
Students Receiving B. A. Degrees June 5, 1968

<u>Major</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Business Education	19	52	71
Distributive Education	2	-	2
English	28	84	112
Fine Arts	20	54	74
French	6	56	62
Latin	0	9	9
Spanish	8	40	48
Home Economics	-	72	72
Industrial Arts	61	-	61
Mathematics	41	65	106
Music	13	19	32
Physical Education	30	62	92
Science	44	47	91
Social Studies	57	42	99
Speech	<u>10</u>	<u>25</u>	<u>35</u>
Totals	339	629	966

Analysis of Graduation
Distribution by Departments
Students Receiving M. A. Degree, October, 1967

<u>Major</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Administration & Supervision	5	2	7
Business Education	2	0	2
Distributive Education	1	0	1
English	3	6	9
Fine Arts	1	2	3
Health and Physical Education	5	0	5
Industrial Arts	1	0	1
Mathematics	2	4	6
M A T	1	1	2
Music	1	1	2
Personnel & Guidance	10	5	15
Science	5	1	6
Social Studies	9	1	10
Speech Correction	0	1	1
	<hr/>	<hr/>	<hr/>
Totals	46	24	70

Analysis of Graduation
Distribution by Departments
Students Receiving M. A. Degree, June 5, 1968

<u>Major</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Administration & Supervision	14	1	15
Business Education	5	6	11
Distributive Education	1	0	1
English	7	11	18
Fine Arts	3	3	6
Health and Physical Education	8	3	11
Home Economics	0	3	3
Industrial Education & Technology	11	2	13
M A T	3	1	4
Music	8	2	10
Personnel & Guidance	13	9	27
Reading	0	1	1
Science	14	7	21
Social Studies	5	3	8
Spanish	0	2	2
Speech Arts and Sciences	3	4	7
Speech Therapy	2	0	2
	<hr/>	<hr/>	<hr/>
Totals	113	58	171

COMPARATIVE STUDY
MALE AND FEMALE UNDERGRADUATE REGISTRATION,
1950 - 1968

YEAR	TOTAL ENROLLMENT	INCREASE OR DECREASE IN ENROLLMENT	FEMALES		% OF FEMALE ENROLLMENT
			MALE	ABOVE MALES	
1950	1078	+125	478	217	.534
1951	1022	+ 52	495	211	.503
1952	953	+ 62	394	165	.536
1953	979	+ 26	379	221	.612
1954	1061	+ 82	408	245	.615
1955	1201	+146	493	215	.589
1956	1329	+138	571	197	.573
1957	1562	+222	677	203	.536
1958	1975	+413	* 593	* 139	*.547
1959	2147	+160	882	257	.583
1960	2191	+ 50	870	412	.593
1961	2234	+ 43	839	556	.524
1962	2282	+149	694	555	.624
1963	2782	+405	923	822	.647
1964	3291	+503	1196	899	.637
1965	3555	+264	1327	901	.626
1966	3953	+428	1473	1037	.690
1967	4314	+331	1627	1060	.623
1968	4596	+ 82	1710	976	.611

* These figures include Panzer College transfer students.

Registrar



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MONTCLAIR STATE COLLEGE
Upper Montclair, New Jersey

STUDENT TEACHING AND PLACEMENT OFFICE

Report for Calendar Year, 1968

The Student Teaching and Placement Office carries on two separate, but related functions. In student teaching, major responsibilities include the assignment of student teachers to cooperating schools, the coordination of supervision by college staff, the preparation and distribution of explanatory materials to cooperating teachers and schools, final evaluation of performance of students and record keeping necessary to carry out all activities. Essential to the fulfillment of these responsibilities has been the development of professional relationships with chief school administrators, in-service programs for cooperating teachers, and constant counseling with student teachers.

Placement responsibilities include three major services: preparing credentials for job seeking students, notifying students of job opportunities, notifying school administrators of available candidates and providing opportunities for interviews on campus.

The staff is comprised of a director, an assistant director and two secretaries. In addition, approximately 2,400 hours of student assistance are utilized annually.

STUDENT TEACHING

During the year the number of student teachers rose only slightly over the preceding year, reflecting the stability of upper class enrollments. Approximately 1,000 seniors and 230 Juniors completed various student teaching assignments ranging from four to ten weeks in length. To carry out the program required the use of about 350 schools in almost 200 different New Jersey school systems, approximately 1,600 cooperating teachers, and in excess of 120 college supervisors. With such a large number of diverse groups and individuals who must be kept constantly informed



of each other's activities, breakdowns in communication are to be expected. That only a few scattered instances did occur is a tribute to the small but effective, hard working, and loyal office staff. Communication is maintained by 'phone, group and individual contacts, and written communications. Fortunately, the college has made available centrally located xerox equipment which is used daily; during the year only one other department utilized this equipment in greater volume of material than the Student Teaching and Placement Office.

Three innovations were attempted with seemingly successful results in each case. Through the initiative of the Scotch Plains school system a pilot program was sponsored by the Education Department in which a selected group of student teachers from Social Studies, Mathematics, and English Departments were assigned for the entire semester. Methods courses were taught concurrently by departmental instructors; a supervisor from the Education Department also taught professional courses and assumed responsibility for the total supervision. One of the major advantages of this arrangement has been closer cooperation between the college representative and the cooperating teachers and more effective assistance to the students. In another project the College cooperated with the other 19 teacher preparing institutions in the state and the New Jersey Association of School Administrators in developing in-service workshops for newly assigned cooperating teachers. Working through the Inter-College Council, the Office helped sponsor an initial workshop held at Princeton University in June which brought together over 75 teachers. A second workshop was held at Montclair in November in which 65 teachers and representatives of 9 public and private colleges cooperated. The purposes of these workshops are to clarify the role of the cooperating teacher and to strengthen supervisory skills of the cooperating teacher. In cooperating with each of the other teacher preparing institutions in sponsoring these workshops, Montclair expects to benefit. Hopefully, the values to be gained



will include the presumed upgrading of teachers who in all likelihood will work with Montclair students in succeeding years, the heightened awareness among public administrators and teachers of the responsibilities and skills required for supervising student teachers, the added impetus given to laboratory training through participation by the school administrators without whose wholehearted cooperation no student teaching program is possible. In a third program, the Home Economics Department enrolled a small number of cooperating teachers and their student teachers in a series of weekly meetings during which both teachers and students jointly planned for their up-coming student teaching experience. Results are most encouraging according to Dr. Katharine Hall, Chairman of the Home Economics department.

The Office continued to enjoy widespread cooperation from the state's chief school administrators, principals and classroom teachers. The state of New Jersey is indeed fortunate that the public schools are so willing to furnish their facilities for the preparation of teachers with no legal compulsion from the the state making such assistance mandatory, and with no available financial assistance to finance local supervision. Instrumental in enlisting such enthusiastic cooperation has been generally fine performance by our student teachers. Of 1,000 student teachers, fewer than 5 were withdrawn from assignments for inferior performance.

Aside from continued inadequacies of limited space and of insufficient personnel, which are burdensome but not crippling, the two major problems which have been with us for a decade still exist. Internally we have been unable to organize our supervision so that both the college supervisors and local teachers pool their resources at the point where the student requires direction. The Scotch Plains experiment, described elsewhere, offers a partial solution and it is hoped that this type of program can be expanded despite the increased costs



of supervision. But the organization and quality of supervision would still remain unsatisfactory. The continued need to utilize faculty who devote their time and attention primarily to teaching and for whom supervision is only incidental to their primary interests inevitably leads to a slackening of effort and impaired effectiveness. As in previous reports from this Office, it is again here recommended that the college organize its staff so that supervisory duties are assigned to a relatively small number of personnel who would be able to devote their primary attention to supervision and who would function as a corps of consultants to the public schools. Such pin-pointing of function would also help to bring about closer coordination with the local cooperating schools and teachers. Helpful also, would be designation of departmental representatives to work closely with the Student Teaching Office since chairmen must increasingly give attention to other duties. This has been done in Social Studies, and several other departments are considering similar arrangements. Basic to the improvement of student teaching at Montclair is the need to provide better opportunity for involvement by the Office in the decision making processes at the College.

Outside the jurisdiction of the college, the major stumbling block is still the lack of legal commitment of the part of the schools to student teaching. Until the schools officially recognize that they must assume a major responsibility for on-the-job training and be brought into a more equal partnership with the college, the college will continue to operate its program with less than optimum results. Hopefully, the type of cooperation described in the Inter-College Council Workshops is a step in this direction. It may well be, however, that the answer lies in a much more aggressive leadership role by the state department in teacher preparation as an integral part of the total educational system for which it is responsible.

PLACEMENT

During the year, Montclair undergraduates and alumni continued to use the



Placement Office at the level of participation of preceding years.

The great majority of graduates choose to teach although some decided to enter non-teaching positions. Approximately 78% entered immediately into teaching; another 4% took socially related jobs in such organizations as the Peace Corps, government departments of welfare, correction and recreation. About 4% chose jobs in industry while about 8% entered some 35 different graduate schools. All these percentages are at about the same level as the previous year and indeed have remained fairly constant over a relatively lengthy period. Since 1963 the percentage of students entering immediately upon teaching has dropped only slightly and the percentage of graduates taking non-teaching jobs or entering graduate school has risen in each instance from about 4% to their present levels.

In securing teaching positions, the Placement Office is widely used. Approximately 4 of every 5 students who obtain positions are informed of such positions through the Placement Office. The office was utilized also by alumni; in excess of 500 alumni activated their credentials last year.

Placement work entails much detailed correspondence, preparation of forms, and duplication of materials. In support of an application, an average of 3½ sets of credentials is distributed, in some cases as many as 25 sets per person will be mailed to employers. Much of this clerical work is carried on by student help since only one full time secretary is available.

The office invites administrators to visit the campus for interviews with students. During the year, more than 360 administrators from 127 different school systems visited the campus for this purpose. To accommodate students who are engaged in student teaching and to decrease the pressure to be absent from student teaching posts for job interviews, the office sets aside annually two weekdays in March when student teachers and administrators are brought together on the campus. This interview program has been received with enthusiastic support from

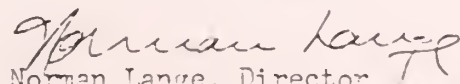


administrators because it brings together many worthwhile candidates; students are also enthusiastic because it makes employers readily accessible. Last March over 300 administrators participated in this two day program which is made possible only through unusual cooperation by the maintenance staff in setting up facilities and by several departments which must reorganize their daily schedules to provide space for interviews.

During the year the Office also began to invite commercial and industrial employers to the campus. No general invitation was issued but inquiries of interest were welcomed and some 15 firms requested opportunities for interviews; in addition numerous inquiries were answered concerning the possibilities of future recruiting. Although the number of interested seniors was small, the number is expected to increase gradually in the next two years and significantly with the class of 1972. With the increase in non-teacher placement, additional space and personnel will, of course, be needed. Essential also, will be provision for help with career counseling for many of our arts students who, unlike teacher candidates, will not yet have developed well defined vocational goals. The Office is well aware of potential needs and has developed what are believed to be effective plans. Whether the college can provide the necessary implementation will determine the effectiveness of the planning now going on.

Possibly more than any other college office, the Office of Student Teaching and Placement serves as a direct link between students and faculty and the world outside the campus. Members of the staff are conscious of their responsibilities and look forward confidently to increased opportunities for an expanded and increasingly important role as the college grows in size, complexity, and importance to society.

Respectfully submitted,


Norman Lange, Director
Student Teaching and Placement





- A. The Department of Business Services during 1968 expanded its activity in the data processing field. Fall registration was computerized for the first time, utilizing rental time off campus on an IBM 360. A modest beginning for an on-campus facility was accomplished, and the Center now has 7 key-punches, 3 verifiers, 1 reproducer, 1 collator, 2 sorters, 1 interpreter, and one accounting machine. The capability now exists to record grades, handle addressing for bulk mailing, recording and printing out records of supply, postage, printing and duplicating charges by department. In addition we have acquired an instructional capability.

Preliminary planning is now underway for the development of a joint center for data processing with Paterson State College. The economy of such a joint venture will enable us to achieve an area of sophistication compatible with the importance of the subject and keyed to the expansion of enrollment and curriculum of both institutions.

- B. During 1968 several major changes in the operation of the department occurred:

1. The Payroll and Purchasing Sections were completely separated, and specialized duties assigned. The personnel situation until this year necessitated an overlap of duty which did nothing for either section. The increasing complexity of payroll, health, accident, and pension regulations made the payroll divorce a must.

Toward the close of the year a Personnel Officer was hired and is now in the process of taking over all personnel functions, hiring, payroll, processing of all civil service personnel forms, grievances, rewards, testing, training, and safety. A vital part of his duties will be as a representative of the staff in their relationship with the President and the Director. Our experience during 1968 with the Staff Association and its elected leaders indicate the growing importance of the Personnel Officer--unrest and desire for change is not limited to the undergraduate world.

2. Beginnings were made during this past year in converting the budgeting process to PPBS (Program Planning & Budgeting System). This system of budget alternates and cost analysis will soon supplant the system which has prevailed. Several members of the Department, including the Director, received off campus training in this concept, and the 1971 budget preparation will reflect the PPBS approach. Training continues, and it seems fairly certain that PPBS or a modification thereof will soon be dictated by State budget authorities.
3. An effort was made during this period to provide an overall improvement and expansion of activities which assist the academic departments. Our motor vehicles are now controlled and their availability for use by the departments has been advertised with the sole requirement being an approval of the activity by the department head. Priority is established in the main by application.

In the same vein a serious effort has been directed towards furnishing secretarial help from the Secretarial Pool to academic and administrative departments, whose functioning is marred by insufficient help. While it has not been possible to satisfy the demand, especially during peak periods,



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it is felt that considerable progress has been made in assisting faculty in overcoming a critical lack of nonteaching personnel. Efforts continue in this direction, and improvement will continue.

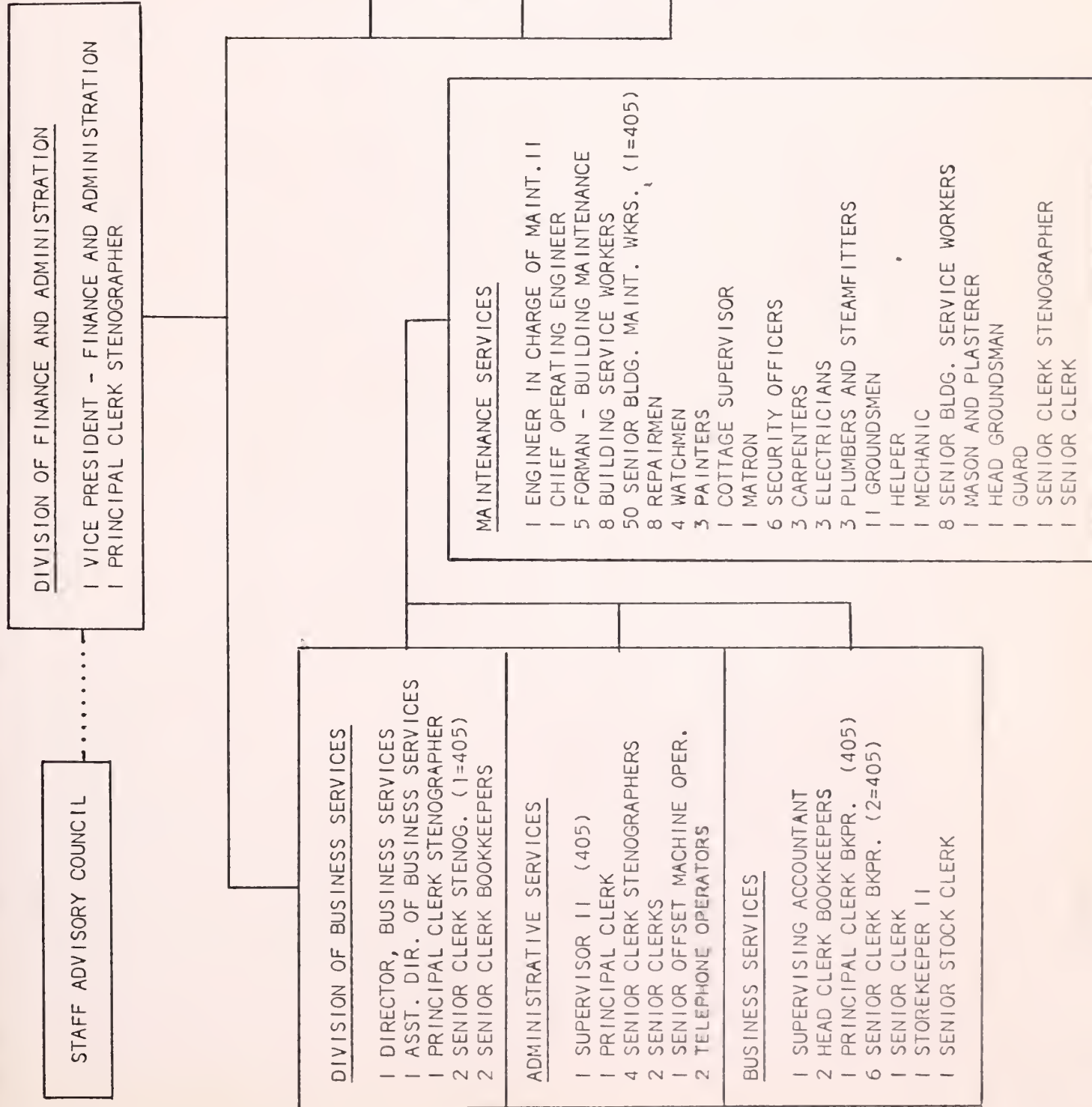
4. Federal Grant activity has steadily increased at Montclair, and we have been taxed to provide the extensive service which the government on the one hand and the on-Campus Grant Director require. During 1968 we were able to employ a full time accountant for the business affairs of Federal Grants. It is expected that this specialized effort will improve service to our Grant operators, satisfy more fully the Federal Government, and will also materially improve our prospects for further Grants. The permissible overhead factor allowed by the government enables us to have this Director without any expense to the College.

1/14/69

SWC



TABLE #3 - FINANCE AND ADMINISTRATION - ACTUAL 1968-69



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REPORT OF
ADULT EDUCATION RESOURCE CENTER
MONTCLAIR STATE COLLEGE

January 1969

The Adult Education Resource Center at Montclair State College was created, in cooperation with the Office of Adult Education of the New Jersey State Department of Education, February 1, 1966. The creation of Adult Education Resource Centers at four New Jersey State Colleges, including Montclair State College, directly serving community adult education needs with particular reference to the disadvantaged population, is a unique development in the United States. Since 1966, a number of colleges and universities, in more than ten states, are in the process of creating similar centers.

The design for the Center's activities has been developed in line with the following objectives:

1. To make available to educational institutions, diverse community groups and agencies, and other interested personnel, programs of pre-service and in-service training to improve competency in teaching and counseling adults.
2. To make more readily available, and accessible, to educational institutions and community groups and agencies, consultative services in adult education program development.
3. To establish a library and information center for adult education needs, both curricular and administrative-teacher-counselor instructional.
4. To provide for continued review and evaluation, as well as the development, of curricular materials for programs of continuing education.
5. To plan and develop graduate and undergraduate, credit programs designed to increase the competency of practicing adult educators.
6. To develop special activities within communities of New Jersey directed at the improvement of such community resources, and training of such personnel, involved in programs of continuing education for adults.
7. To provide for continuing evaluative services related to the effectiveness of adult education programs in communities.



8. To devise and develop innovative, as well as more effective, procedures in working with adults, particularly in relation to the "disadvantaged" population.
9. To plan and develop such programs of research in adult education as are needed.
10. To plan and develop a broad continuing education program to serve the diverse needs of the adult population of northern New Jersey, from liberal studies through adult basic education.

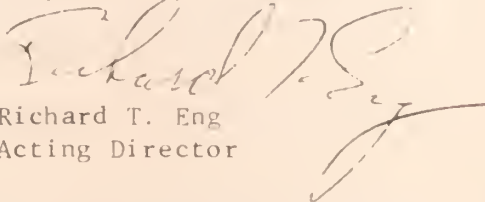
A partial listing of the activities carried on by the Adult Education Resource Center of Montclair State College:

1. Direct consultative services to more than fifty communities of New Jersey, seeking to plan, develop, and expand community adult education programs.
2. Pre-service and in-service adult basic education teacher training workshops in more than 20 communities of north and central New Jersey.
3. Under the aegis of the U.S. Office of Education, Montclair State College's Adult Education Resource Center developed and carried out a Summer Administrator Institute for adult education administrators in H.E.W. Region II. In addition, the Center assisted in the development of Teacher Trainer and Teacher Training summer institutes of the U. S. Office of Education at the State University of New York at Buffalo, and at the State University of New York at Albany, serving the needs of H.E.W. Region II.
4. Curricular and informational materials development for low literacy level adult population in cooperation with a number of state, local and quasi-public agencies is another area of the Center's activity. Among the cooperating agencies working with the Center are: N. J. Department of Health, N. J. Department of Education, N. J. Department of Institutions and Agencies, N. J. Bureau of Motor Vehicles, N. J. Bell Telephone Co., and American Banking Association.
5. Expanded the pilot instructional, evaluative project in adult basic education service from 45 to 70 low literacy level adults in cooperation with the College's Reading Center. This program has been changed to and become a demonstration center for ABE teaching techniques and ABE materials.
6. Planned, developed and administered a variety of conferences, workshops and seminars on the state and local level, specifically related to employment agency personnel, skills center leadership,

adult educators, business and labor leadership, leading to the development of more effective coordination of services to "hard-core" unemployed. Included was a 12 week series of in-service training session for the teachers in education programs at the various state prisons.

7. Implemented a "Working Seminar" for selected full-time directors of adult education in New Jersey, in cooperation with Rutgers, the State University, and the Center for Study of Liberal Education for Adults, of Boston University, directed toward improving leadership for developing programs of continuing education in 20 communities of New Jersey.
8. The creation of a resource library of curricular materials, and administrator-teacher-counselor instructional materials, particularly focused upon the "disadvantaged" adult population. These materials are available, and used, by directors, counselors and teachers of adult education throughout northern and central New Jersey.
9. Adult education consultant service, in program development, to a variety of local community agencies serving the urban and rural "ghetto" population; including, T.E.A.M., B.I.C.C., C.E.P., Youth Corps, Job Corps, Community Action Agencies, Community Action Training Institute, etc.
10. Planning and development of pilot project to educationally upgrade selected personnel in N. J. State Institutions, in cooperation with the Division of Manpower of N. J. Community Affairs Department, and, with the Division of Correctional Institution of the N. J. Department of Institution and Agencies.
11. Initiated sensitivity training seminars for the personnel of approximately 30 agencies in the city of Newark in cooperation with the United Community Fund of West Hudson and Essex counties.

Respectfully submitted,


Richard T. Eng
Acting Director

RTE:cfa

ANNUAL REPORT

January, 1969

I THE CENTER

The central purpose of the College's Center for Economic Education is to improve the teaching and learning of economics, kindergarten through college. The Center seeks to fulfill its central purpose by organizing and directing a range of activities from research and teaching to publication and public relations.

The permanent staff of the Center consists of a director, assistant director, and supporting secretarial and clerical assistants. During the past year the Center utilized the part-time services of sixty individuals who served for as little as one day to as much as fifteen weeks as consultants and/or course economists.

The summary outline that follows indicates noteworthy activities of 1968 and likely prospects for 1969.

II ACTIVITIES DURING 1968

1. Research and Publication

- A. Films and Filmstrips in Economic Education - in press, as a publication of the national Joint Council on Economic Education
- B. Collective Negotiations in Education, published in June, 1968, by New York State Education Association
- C. Monographs:
 - 1. Money and Banking: now being class tested
 - 2. Economics and the Business Community: in process
- D. New Jersey Council on Economic Education Newsletter - published from time to time, two issues in 1968, sent to members of the Board of Trustees, contributors, and educators interested in economic education throughout the United States
- E. Since September, the Center has been working intensively with three school systems, DEEP PHASE 2 schools, analyzing their social science offerings and it is expected that this project will lead to publications
- F. Follow-up studies now in progress of the effectiveness of elementary economic education workshops
- G. An inventory of academic economists in the state of New Jersey is nearing completion
- H. A packet consisting of a series of items, "public relations pieces", were developed to induce greater public support for economic education

2. In-Service Education

- A. Nine graduate credit economic education workshops for 202 teachers - tuition scholarships provided by community resources
- B. An Advanced Graduate Credit Economic Education Workshop given during the summer at Montclair State College, tuition scholarships for the teachers provided from community sources
- C. Three non-credit economic education workshops for one hundred teachers in three DEEP PHASE 2 schools: Ridgewood, Nutley, Pennsville
- D. Ten one-day to ten-session workshops in a dozen school systems
- E. Consultation services - in addition to intensive consultation services provided for the three DEEP PHASE 2 schools, the Center staff has provided such services for six New Jersey school systems during the past year

3. Conferences

- A. Planned and directed the Annual Spring Meeting of the Board of Trustees of the New Jersey Council on Economic Education
- B. Planned and managed the Third Annual Seminar on Economics for Clergy - attended by thirty clergy of all faiths and visitors from industry, agriculture, labor, and education
- C. Responsible for a Regional Conference in Economic Education for the Middle Atlantic states - attended by teachers, administrators, state education officers, and academic economists
- D. The director of the Center is one of four State Council directors in the United States to participate in the Annual Meeting of the Board of Trustees, National Joint Council on Economic Education

4. Other Services

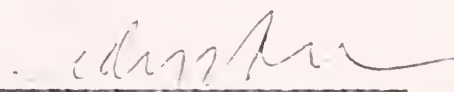
- A. Staff of Center responsible for Fund Raising for the New Jersey Council on Economic Education - the contributions received during 1968 were at the highest level in the history of the Council
- B. Materials Distribution - valuable economic education materials, worth approximately \$3,500.00, were distributed to participants in Economic Education Workshops and approximately \$1,000.00 worth of such materials were sent to educators throughout the state in response to their requests

- C. In addition to uncounted appearances before school and college teaching staffs, staff of Center appeared as speakers at monthly Superintendent of School Round Tables, Rotary Club meetings, and other service organization meetings
- D. The Director of Center gave two half-hour radio programs on the topic "The State of Economic Education in the State of New Jersey"

III THE FUTURE

- A. Within limitations of resources, the Center will probably find it necessary to expand all its services to College and community. It appears likely there will be additional funds available through NJCEE and an increase in staff is probable. Several school systems have already indicated that they would like to become IEEP PHASE 2 cooperating schools, securing the services of the Center, effective September, 1969
- B. Discussions with two school systems are already under way on the possibility of developing special social science material for students in underprivileged areas. It is expected that if mutually satisfactory arrangements can be made, the initial steps would be funded as a small pilot beginning from NJCEE funds and applications for foundation support would be made if the initial experience justified such further development
- C. Discussions are under way with the national Joint Council on Economic Education for support for an experiment in an innovative course in elementary economics for undergraduates intending to go into teaching
- D. In response to the requests of the Chairman of the Department of Social Sciences, a study is being made as to the desirability and requisites for establishing an Institute of Public Administration at Montclair State College.

Respectfully submitted,


Sidney J. Kronish, Executive Director
Center for Economic Education

Montclair State College
College Development Fund

Margin for Excellence

December 26, 1968

TO: Participating members of the College Development Fund and Friends of Montclair State College

cc: Montclair State College Board of Trustees

RE: Year End Report - 1968

As the ninth operating year for the Montclair State College Development Fund draws to a close it is again my privilege to send you the Fund's traditional year end report.

1968 has been a year marked by transition. It represents a first for the College in the appointment of the Board of Trustees -- and for the Fund it marks the first outright gift of property to the College in the form of Valhalla Glen. As in the past, the College Development Fund has been able to aid the College in continuing scholarly pursuits and in "emergency" situations where substantial sums of cash were necessary.

In spite of all the wonderful accomplishments during 1968, this year was not one which was marked by large financial contributions to the Fund. Interim activities have not provided for increased solicitation from friends and corporations/foundations. However, alumni and student/faculty gifts have continued.

It is my hope that the many friends of Montclair State College and of the College Development Fund will again see their way to assisting the Fund and its multi-factored activities. If you care to assist us in continuing our program, a subscription envelope is enclosed.

Best wishes for a happy and prosperous New Year.

Sincerely yours,

C. W. Hamilton

Charles W. Hamilton
President

CWH:swc

G E N E R A L

1. The 1,040 freshmen entering in the class of September 1968 were selected from 5,802 applicants. 407 students were admitted as teacher education majors and 633 students were admitted to unclassified categories - which reflects the increasing importance of liberal arts courses.

As of September 1968 the total enrollment in daytime classes is 4,396 -- in addition 3,798 part-time students are taking classes in the Evening Division. This represents a net increase of 82 full time students and 586 part-time students over last year.

2. There are now 320 full time faculty. Recent additions to the administrative staff include a Resident Planner for Academic Affairs and a campus Director of Planning. Plans call for the restructuring of the College into a vice-presidential structure and the addition of deans of schools within the College.

3. This year the College is utilizing facilities which were completed last year under State of New Jersey auspices. Included are a Fine Arts Building (providing adequate accommodations for an expanded Fine Arts Department), an addition to the Physical Education building including an olympic size swimming pool, permanent facilities for the Speech Department and a major enlargement of the power plant.

A new general classroom building (officially named E. DeAlton Partridge Hall) is now under construction. This building is planned for completion and occupancy in January of 1970. Plans for a new high rise dormitory are now out for bid. This dormitory will be funded through the New Jersey Education Facilities Authority.

4. The 1966 re-organization of higher education in New Jersey provided for the appointment of boards of trustees to the individual state colleges. Montclair's Board of Trustees has been appointed and they have been actively participating in the affairs of the College. Dr. W. Lincoln Hawkins of Montclair is Chairman and Dean William Warren of Columbia University School of Law is Vice-Chairman.

ACTIVITIES OF THE COLLEGE DEVELOPMENT FUND

1. VALHALLA GLEN

During 1968, the College Development Fund made final payments on the Valhalla Glen Nature preserve and took title to the property. On November 19, 1968, the Montclair State College Board of Trustees officially accepted the property as a gift from the College Development Fund. This was the culmination of years of effort backed by Drs. Kuhn and Becker of the Biology Department, assisted by Dr. Partridge when he was President of the College, and completed during the last two years by the College Development Fund.

In addition to its value as a place where natural science studies can be carried on, Valhalla Glen is a unique spot which should be preserved for natural and unspoiled beauty. Valhalla Glen consists of 30 acres stretching along on either side of a rocky stream to a pond. Various stages of emergent plants occur along its shore. The pond also offers a variety of habitats for plants and animals which are impossible to find closer to the College. A stream cascades to the hemlock forest, which merges with the oak forest on either side of the ravine. On the slope are many fine stands of ferns, mosses, and flowers which, through the seasons, vary considerably.



The floor of the east side of the ravine is covered with a thick growth of mountain laurel, other shrubs and herbaceous plants.

2. ALDERDICE PROPERTY

Last year the College Development Fund purchased the Alderdice Property which has a frontage of 130 feet on Normal Avenue (opposite the College). During the year the house has been used by the College for office facilities, and a right of way on the Alderdice Property leading to the back of College properties south of Normal Avenue is in constant use. It is anticipated that in the near future the State will purchase this property from the College Development Fund for use by the College.

3. MEMBERSHIPS

A membership for Montclair State College in the American Association of State Colleges and Universities was made possible last year by the College Development Fund appropriation of \$2,000 to cover dues. This membership has been profitable for the College. It is estimated that in 1968 the College received more than \$100,000. above what would have been received from the Federal Government had the College not held membership in the Association and profited from its activities.

4. FACULTY GRANTS

Last year Mrs. Dorothy Garland, Professor of Psychology, made a study on Sex Education in Scandinavia under a grant from the College Development Fund. This year reports of this research appeared in the New Jersey Education Association Review and have received wide attention among educators.

Also, faculty grants were given to Dr. Daniel Brower, Chairman of the Psychology Department, Dr. Bertha Quintanna, and Dr. Lois Floyd of the Social Science Department and Mr. Raymond Stover of the Student Personnel Department. Mr. Stover's grant was to enable him to complete his doctorate. The topic of Stover's dissertation is an unusually timely study on the attitudes of men in residence halls at Montclair State College. Mr. Stover's project ties in directly with recently announced plans for expansion at the College.

5. SPECIAL PROJECTS

During the Spring of 1968 the College Development Fund facilitated two significant projects. Assistance was given to a College sponsored meeting of the New Jersey Association of Colleges and Universities with the theme "Religion in Higher Education." Also, the Fund made a substantial contribution to begin the introduction to Music Concert Series. This program was open to both the college family and the public.

6. SCHOLARSHIPS

As in the past, the College Development Fund was able to sponsor scholarships and awards to undergraduate music majors who serve with the College Orchestra. The 1968 String Scholarship Awards totaled \$1,400.

7. DEFERRED GIVING

As part of a continuing effort to inform alumni, faculty, students and friends, the Development Fund Board published a brochure on deferred giving during the year.

This brochure was sent to 10,780 alumni of the earlier graduating classes at the College. Also, the Trustees adopted a Life Income Plan for donations.

FINANCIAL

At the close of fiscal year 1968 the College Development Fund had a net worth of \$239,615. However, only \$50,562. is available in the General Fund and \$189,053. is in Restricted Accounts. Of the \$50,562. available in the General Account, slightly over \$31,000. is tied up in the Alderdice Property (Item 2).

Contributions to the Fund during the fiscal year ending August 1, 1968 were \$72,813. of which \$50,670. was for Restricted Accounts and \$22,161. was for the General Fund. Expenditures for the year from the General Fund totaled \$18,935.



MONTCLAIR STATE COLLEGE
BUREAU OF FIELD STUDIES

Report to President Richardson, October 7, 1968

In the academic year, 1967-1968, the Bureau of Field Studies has organized and conducted the following field study courses:

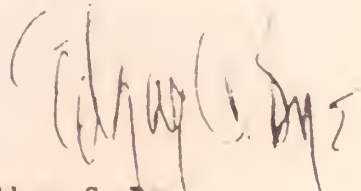
- FS406 - Puerto Rico and the Virgin Islands, Dec. 23, 1967-Jan. 1, 1968 -
24 registrants
- FS404 - Florida Peninsula, April 12-20, 1968 - 17 registrants
- FS423 - British Isles, July 12-August 2, 1968 - 28 registrants

Field study course offered in the academic year, 1968-1969 include:

- FS406 - Puerto Rico and the Virgin Islands, Dec. 24-31, 1968
- FS413 - Caribbean Cultures, April 4-13, 1969
- FS431AB - South Pacific, July 11-August 8, 1969

(See attached announcement)

The Urban Life course, SS301, is being given as usual during both semesters.


Edgar C. Bye
Bureau of Field Studies

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ANNUAL REPORT

EDUCATIONAL FOUNDATION FOR HUMAN SEXUALITY

This report is the third major report submitted from the Educational Foundation for Human Sexuality. The first report was dated December 12, 1967, and was submitted to President Richardson, with copies to Dean Morehead and Mr. Calabrese. The second Progress Report, dated March, 1967 was distributed to Board Members, to the Administration, and to teachers and lecturers who had up to that date participated in courses and in other work for the Foundation.

The New Board

Five people were invited by President Richardson to become members of a Board who would serve in consultative and advisory capacity in setting up goals and carrying out functions of Montclair State College in sex education and research.

Invited to become members were: Dr. Allan B. Crunden; Mr. Clifford Greenwald; Mr. Philip Kupchik; Dr. Harry Oestreich; Mr. William Risser.

At the first meeting of the Board the name of the "Institute" was changed by vote to Educational Foundation for Human Sexuality. At the first meeting the Board recommended that Mr. John Sheehy, Assistant Superintendent of Schools at Parsippany-Troy Hills be invited to become a member of the board. President Richardson issued an invitation to Mr. Sheehy.

Dr. George S. Rotter

Dr. George S. Rotter was added to the staff on September 1, 1968, as Director of Research. (He has in addition to the work of the Foundation been on loan to the Psychology Department to teach one course.)

Dr. Rotter reports he has to date completed:

- A. The development of sex knowledge scales for third, seventh, and tenth grade children. This has been presented to Caldwell-West Caldwell Administration, and is being presented to Livingston Administration.
- B. The development of sex attitude scales for third, seventh, and tenth grade children. Separate male and female versions were constructed.
- C. A library of approximately 2,000 information and attitude items.
- D. A questionnaire for schools intending to introduce sex education.
- E. Listing of glossary of terms used in sex education, the goal being eventual publication in book form.



- F. A library of original research articles (reprints) concerned with sex, sex education, and social behavior. Some 300 such studies have been accumulated thus far.
- G. Inquiries to a large number of private foundations for the intention of obtaining grants.
- H. Attended on October 30th, a special meeting sponsored by the Mental Health Association of Essex County on issues in sex education.
- I. Serving as a consultant to the Willingboro Public Schools in evaluation of sex education courses for teachers.

Projections for the Spring 1969

- A. Revision of current scales of sex information and attitudes.
- B. Extension of scales to other grades.
- C. Application to government agencies for an individual grant to do research in sex education.

In addition to those activities engaged in at the Foundation, Dr. Rotter made these contributions to the work of the Psychology Department:

- A. Outlined a syllabus and rationale for inaugurating an undergraduate course in quantitative methods in psychology.
- B. Developed a budget and listing for equipment needs which was submitted as an N.S.F. Equipment Grant.
- C. Instituted liaison with Bell Telephone laboratories for the purpose of cooperating on various research endeavours.
- D. Served on a committee concerned with developing an affiliation with the Pediatrics Department of Mountainside Hospital.
- E. Served on the doctoral program committee in psychology.

Montclair State College Program

Dr. Evelyn Millis Duvall was invited to the campus, as Dr. Eleanor Hamilton had been invited in 1967. Dr. Duvall's program involved the whole college campus, the community, and teachers who had taken our off-campus course. Her program follows:

Monday, September 23

- 1) 1:00 p.m. to 3:00 p.m.--Memorial Auditorium
Lecture with question and answer period
for Freshmen and Sophomores.



2) 8:00 p.m. to 10:00 p.m.

Question and answer sessions with dormitory students.

Tuesday, September 24

3) 12:00 noon to 2:00 p.m.--Memorial Auditorium

Lecture with question and answer period for
Juniors and Seniors.

4) 8:00 p.m.--Memorial Auditorium

Lecture to New Jersey teachers who have had
in-service courses in Sex Education.

Wednesday, September 25

5) 12:00 noon to 1:30 p.m.--Faculty Dining Room, Freeman Hall

Luncheon with members of faculty and administration.

6) 5:00 p.m. to 10:00 p.m.--Room 304, College Hall

Discussion sessions with on-campus, in-service classes.

Courses Taught On and Off-Campus

<u>Second Semester</u>	<u>1967=1968</u>	
<u>Education 436</u>		<u>No. of Students Enrolled</u>
Hillsborough Township		
(Mr. Balderston)	59	
Oakland (Dr. Gorman)	58	
Parsippany-Troy Hills		
(Dr. Runden)	41	
Ringwood (Mr. Tetens)	31	
Rahway (Dr. Seymour)	33	
West Milford (Dr. Redd)	30	
Campus	93	
	<u>TOTAL</u>	345

<u>Education 601</u>		<u>No. of Students Enrolled</u>
Campus	100	
Teaneck	84	
	<u>TOTAL</u>	184

Summer 1968

		<u>No. of Students Enrolled</u>
Education 436	42	
Education 601	23	
	<u>TOTAL</u>	65



First Semester 1968-1969Education 436No. of Students Enrolled

Fair Haven (Dr. Runden)	51	
Prospect Park (Dr. Runden)	28	
Parsippany-Troy Hills (Mr. Sheehy)	22	
Rockaway Township (Dr. Gorman)	44	
Campus	21	
	<u>TOTAL</u>	166

Education 601

Campus	50	
	<u>TOTAL</u>	50

GRAND TOTAL 829 pupils

We now have firm commitments for Education 436--Curriculum and Methods in Sex Education at the following places in addition to campus:

<u>Class</u>	<u>Day and Time</u>	<u>Approx. Enrollment</u>
Newton	Tuesday-3:30 p.m.	35-40 students
Berkeley Heights	Wednesday-3:30 p.m.	30-35 students
West Long Branch	Thursday-4:00 p.m.	40-45 students
Westfield	Tuesday-3:20 p.m.	40-45 students
Piscataway	Monday or Wednesday 3:30 p.m.	25-30 students
Parsippany	Tuesday-7:00 p.m.	30-35 students
Middletown Township	Monday-4:00 p.m.	50 students

We have a firm commitment for the course Education 601--Workshop in Psychology at Harrington Park (Northvale). This is in addition to the Education 601 course on campus. We have requested a minimum enrollment of 50 students in this course.

We are still waiting to hear from the following school districts:

Moonachie
Passaic
Mendham
Central Regional (Bayville)
Norwood
Newark
Haworth
Woodbridge
East Orange
Ridgefield Park
Manville



Publications--1968

- Runden, Charity Eva
N.J.E.A. Review, "Sex and the Teacher," October, 1968
- Runden, Charity Eva
Selected Readings for Sex Education, Berkeley, California,
 McCutchan Publishing Corporation, 1968, 324 pp.
- Rotter, George S., and Horstein, S.
 "Research Methodology in Temporal Perception," "Journal of
Experimental Psychology" (to be published)
- Rotter, George S., and Portugal, S., "Group and Individual Effects in
 Problem Solving," Journal of Applied Psychology (to be published)
- Rotter, George S., "The Effect of Sex Identification upon Teacher
 Evaluation of Pupils, Journal of Educational Psychology (to be
 published)
- Rotter, George S., and Rotter, Naomi G., "Race, Work Performance, and
 Merit Ratings: An Experimental Evaluation," Paper to be presented
 before the Eastern Psychological Association, April, 1969.
- Runden, Charity Eva
Why Sex Education in the Schools, Tape Recording (For Commercial
 Distribution)

Distribution of Materials

Through a Fund in the Faculty Student Cooperative, the Foundation
 has distributed over \$10,000.00 worth of books and pamphlets.

October, 1967--	
June, 1968	\$7,145.40
July, 1968--	
December 24, 1968	\$2,952.15
	<u>\$10,097.55</u>

Conferences Attended

- September 10, 1968
 District III Nurses Conference, Military Park Hotel, Newark
 Human Sexuality-(See Program)
- November 7, 1968
 N.J.E.A. (See note on Booth)
- October 30, 1968
 Conference: "Perspectives on Sex Education, Sexuality, and Mental
Health, Mental Health Association of Essex County.
 Dr. Runden was Discussion Leader for the Work Session:
 "Sex Education--Elementary."



Booth at Traymore Hotel, Atlantic City, November 7, 1968, at the New Jersey Education Association Convention. Ninety people asked to be put on our mailing list. Books from the Foundation's supply were sold--\$105.00 in amount. Dr. Rotter and/or Dr. Runden manned the Booth at all times and answered questions from the several hundred visitors regarding sex education and the work of the Foundation.

Speaking Engagements 1968-1969

January 10, 1968	Alpine
January 18, 1968	West Orange--St. Cloud School
January 22, 1968	East Rutherford
January 29, 1968	East Rutherford
February 2, 1968	Point Pleasant Borough
February 5, 1968	East Rutherford
February 5, 1968	Allamuchy School
February 14, 1968	West Orange--St. Cloud School (Michael Festa)
February 14, 1968	Alpine
February 15, 1968	Keyport Parent-Teacher Assn.
March 4, 1968	Wayne--Preakness School PTA
March 6, 1968	East Paterson--Gantner Avenue School
March 14, 1968	New Providence
March 18, 1968	Pine Brook
March 20, 1968	Ridgewood--American Association of University Women
March 26, 1968	West Orange--Edison Junior High School
April 3, 1968	Perth Amboy
April 16, 1968	Deal
April 18, 1968	West Milford (Dr. Oestreich)
April 29, 1968	North Plainfield
September 3, 1968	Norwood School--Teachers in Fair Haven
September 18, 1968	Middlesex High School--Teachers Institute
October 9, 1968	Byram Township School--Sparta, New Jersey
October 14, 1968	Attended SIECUS dinner in New York
October 24, 1968	Dr. Seymour--Point Pleasant Borough
October 30, 1968	Newark--North Essex Conference
December 2, 1968	Totowa--Washington Park
December 10, 1968	Sayreville

Caldwell-West Caldwell

PTA Meetings

Harrison School (K-3)--November 14, 1968
 Roosevelt School (4-6)--November 19, 1968
 Junior High School--October 24, 1968
 James Caldwell High School--December 12, 1968



Teacher-Discussion Group Meetings

October 14, 1968	January 20, 1969
November 11, 1968	January 27, 1969
December 9, 1968	February 3, 1969
December 17, 1968	February 10, 1969
	March 3, 1969
	March 17, 1969

Administrative Meeting

November 6, 1968
November 20, 1968--Dr. Rotter

Speaking Engagements Coming Up

January 16, 1969--All day at Willingboro
January 26, 1969--St. James Church, Upper Montclair
Pre-Marital Sex and the Pill
February 19, 1969--Berkeley Heights
March 24, 1969--Milton-Cozy Lake--Mr. Festa
April 14, 1969--Oakhurst

All meetings listed are in addition to meetings with many school officials in the Foundation Office.

The Future

Sex Education is a wave of the present. Last year I heard someone say, "In a year or so when this furor simmers down...." We intend to help keep the interest active in sex education. We are glad the church groups, parents, state boards, newspapers and magazines, local boards of education, colleges and universities, psychologists, physicians--all of us are at long last interested in honest, frank discussions of sex education. We do not think this is a fad nor a fluke. It is a wave of the present and of the future.

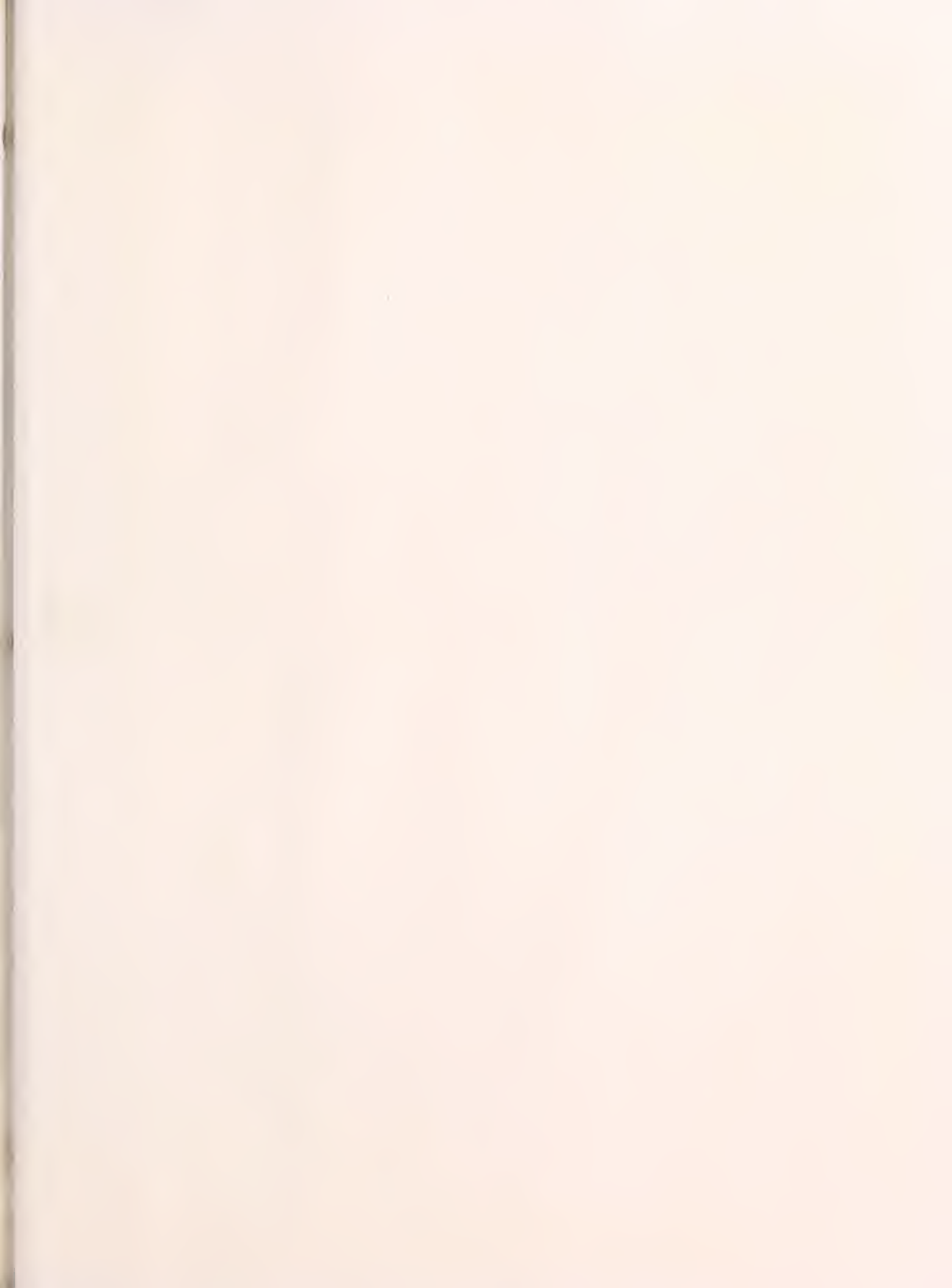
When we have worked with teachers concerned with sex education, we find some teachers giddy with interest. We try to keep the interest and help kill the giddiness.

Future plans for the Foundation include plans for:

(1) Research

- A. Evaluation of courses the College is offering teachers.
- B. Evaluation of the courses the College students (high school and elementary teachers) are teaching.
- C. Evaluation of sex education materials schools, colleges, and parents are using.
- D. Influence of child age upon parental attitudes toward sex education.
- E. Role of personality and demographic factors upon attitudes toward population control.
- F. Continued investigation of attitudes and knowledge of grade and high school children.











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